
School Transformational Leadership Implementation Differences Based on Sex and Public Junior High-School Teachers' Performance

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Abstract:

This research study investigated the levels of leadership skills and their complex relationships with teacher performance, with a particular focus on gender-based differences. The aim of the study was to provide insights that could inform the development of a gender-sensitive instructional toolkit for use in schools. The research explored various aspects, including the profiles of teacher and school head respondents in terms of age, gender, and position/rank, the extent of school transformational leadership implementation, and the significance of age, gender, and position/rank in assessing leadership practices. The study also examined differences in assessments between teachers and school heads, opinions of school heads regarding transformational leadership, teacher performance, and the relationship between administrators' gender and leadership assessment. The findings highlighted the presence of educators in their 30s and 40s in both teaching and leadership roles, emphasizing the importance of considering gender dynamics in leadership. Strengths and areas for improvement in transformational leadership practices were identified, along with significant differences based on age, gender, and position/rank. The study emphasized the crucial role of transformational leadership in shaping educational institutions' success, with administrators facing challenges in its effective execution. Overall, the research underscored the need for a gender-sensitive instructional toolkit to enhance leadership practices in schools.

Keywords: School Transformational Leadership, Sex-Based Implementation Differences, Public Junior High-School Teachers' Performance

Introduction

The conduct of a person who directs the activity of a group toward a common purpose has been defined as leadership. The primary responsibilities of a leader are influencing group activity and adapting to change. A challenge when examining the leadership of healthcare workers is that the majority of leadership theories

were created within a corporate framework and then applied to healthcare. When used in a healthcare environment, published research provides little evidence that such leadership efforts are related with gains in patient care or organizational results (Abdulaziz, 2015).

According to Barnes (2019), there is no one appropriate strategy when it comes to leadership styles in education. Effective leadership in education requires changing one's leadership style to the circumstances. An advanced degree in education, such as a Doctor of Education (EdD), is an excellent way for educators to learn various leadership styles that can make them more effective leaders in a variety of classroom settings and beyond, for instance as a dean, school district superintendent, or university president. Principals and other school leaders are the primary drivers of change in their schools.

To be successful, their leadership must be grounded in a moral purpose, an awareness of the nature of change, an atmosphere of information and sharing, an investment in relationships, and a commitment to fostering coherence. Effective leadership has a favorable impact on teacher work satisfaction and, eventually, student performance, making it a good objective to become a more capable education leader. Education Week reports that leaders have an indirect but significant impact on student outcomes when they ensure faculty members have access to the resources necessary to meet the demands of their work, provide direction and vision for the school, and provide opportunities for teachers' professional development. In addition, Forbes (2018) observes that successful education leaders recognize the presence of disadvantaged groups in education systems while demonstrating that this does not have to be an obstacle to success. When appropriate, they use testing to identify improvement possibilities inside the school, evaluate their own performance, and regard all stakeholders as partners.

Tull (2018) states that there are options for enhancing the capacity of health workers and health policymakers to become stronger leaders (i.e., as public health leaders or managers), but there is little evidence that specific training or courses result in significantly improved leadership and management skills. As part of UK-LIC/LMIC partnership programmes, it is argued that monthly intensive training (e.g. 'Global Nursing Policy Leadership Institute Programme', GNPLI) and one-year fellowships with mentorship ('Improving Global Health through Learning Development' programme, IGH) are the most effective types of capacity building processes to improve leadership skills in the health sector. Barlie (2016) remarked that mental health awareness is a crucial problem for all educators, who are sometimes the first line of defense for students.

Education experts have acknowledged the influence of a student's mental health on learning and accomplishment, and they are aware that much can be done to assist kids with mental health concerns. These instructors know that kids' educational experiences are dependent not just on their interactions with individual teachers, but also on the school's and district's complex systems. This knowledge motivates these educators to effect change. They endure professional restlessness, which has been dubbed "leadership itch" by some. Sometimes on their own initiative and sometimes within a more formal framework, these professionals practice teacher leadership in a number of ways (Danielson, 2017).

According to Johnson and Cacioppe (2015), school leadership that mainly focuses on enhancing the quality of instruction has the greatest influence on student outcomes. Effective leadership of teaching and learning is essential for the future success of any school leader. Having a wide view of talent and cultivating a large pool of culturally and demographically varied individuals interested at all levels of school leadership adds to an increase in leadership capability. This approach acknowledges that leadership qualities are not set, can be acquired through time, and will result in a larger number of individuals assuming leadership positions. When principals and their leadership teams understand and respect their role in leadership development, they become crucial in identifying and cultivating future leaders. They should be encouraged to pursue leadership development inside and outside of their institutions. To ensure that this occurs, existing principals and

school leaders should have focused professional learning experiences and leadership development should be included into their performance and growth objectives.

School leaders are more than simply figures of power. They are moral figures as well. Great leaders have always imparted significant moral lessons via their beliefs and actions. These are persons of few words, yet the words they do say give others courage. This may seem lyrical, but it has some reality. Our school administrators are similar individuals. They may have distinct techniques, styles, and mentalities. Nonetheless, they all have some characteristics (Crockett, 2018).

Leadership is one of the oldest and most contentious kinds of school administration today. As a result, according to Castaneda (2017), when leadership is most required, many prospective instructional leaders reject leadership chances and experienced school administrators often seek transfers to other forms of educational employment. Early development of leadership qualities is an excellent method to prepare the road for success. Leaders are essential at all organizational levels. Principals spend a significant amount of time communicating with people, the bulk of which is face-to-face interaction. People, whether bosses, coworkers, or subordinates, may make or break a school head's career. If they fail to interact properly with others, their jobs may suffer. Each staff member is required to contribute as much as possible to the school's efforts to deliver a high-quality, up-to-date education under the direction of the school's principal. Requirements for leadership skills at all organizational levels highlight that leaders may become better leaders, in part because skills reflect developable capacities.

Background of the Study

The local governments are a prime illustration of the importance of leadership and governance in the successful implementation of health initiatives. The United States Agency for International Development (USAID) defines health system governance as governance that aims to safeguard and improve population health. It consists of factors such as establishing strategic direction and objectives, formulating policies, laws, rules, regulations, or decisions, raising and deploying resources to achieve strategic goals and objectives, and supervising and ensuring that strategic goals and objectives are met (Padilla, 2017). The Department of Education (DepEd), convened approximately 600 secondary school principals, district and division supervisors from the 12 divisions for a three-day 18th CARASSA Congress from November 7-9, 2017 at the Gateway Hotel and Convention Center in Surigao City. The president of CARASSA emphasized that the purpose of the yearly event is to assist schools improve their operations with the fresh information gained from the congress' plenary sessions. "By participating in this event, attendees will be able to get updates on teaching methodologies and competence requirements, as well as be reminded of workplace values and stewardship in the school context." In our pursuit of outstanding leadership, we are looking for a more fruitful occasion," Plaza stated. In addition, the legislature intends to offer updates on the implementation of the K-12 basic education curriculum and to instruct school administrators on how to optimize their media relations (Soriano, 2017).

The correlation between transformational leadership and sex has garnered significant attention in recent years, particularly in understanding the nuanced ways gender differences influence leadership styles. Research conducted between 2020 and 2024 highlights key insights into this dynamic relationship.

Studies have consistently found that women often exhibit higher levels of emotional intelligence, a trait strongly associated with transformational leadership. Emotional intelligence enhances capabilities such as empathy, individualized consideration, and inspirational motivation, which are hallmarks of transformational leadership. These qualities, often perceived as aligned with traditional female leadership traits, contribute to why women are frequently rated higher in transformational leadership roles compared to

men. A meta-analysis by Hsu et al. (2022) underscores this point, revealing that emotional intelligence mediates the perceived effectiveness of women in these leadership roles.

Furthermore, gender stereotypes play a significant role in shaping perceptions of transformational leadership. Traits such as nurturing and collaboration, commonly associated with femininity, align closely with the communal characteristics of transformational leadership. Conversely, agency traits such as assertiveness, which are traditionally linked to masculinity, also influence leadership styles, creating a complex interplay between gender and leadership effectiveness. Hsu et al. (2022) and related studies emphasize that while female leaders often exhibit transformational traits, male leaders can also succeed by adopting these qualities.

From a practical perspective, organizations benefit from fostering environments that value diverse leadership styles, regardless of sex. Research by Wang et al. (2022) highlights the positive impact of transformational leadership on organizational commitment and job performance, advocating for inclusive practices that allow both male and female leaders to express their unique leadership traits. These findings emphasize the importance of blending transformational qualities with other competencies, ensuring that leadership effectiveness is not confined to gender stereotypes.

The interplay between transformational leadership and sex reflects a broader societal shift towards recognizing diverse leadership capabilities. By understanding and addressing gendered perceptions of leadership, organizations can create inclusive environments that leverage the strengths of all leaders.

This research investigated the level of leadership skills and its multifaceted relationships with teacher performance as well as gender-based differences therein. The results of the study may be used to propose a gender-sensitive instructional toolkit for use in schools.

The onset of the Covid-19 pandemic also shook the current education system and forced an unprepared Philippine educational learning system to abruptly shift to online and other modes of learning. The researcher has observed the drastic changes in the education sector due to the pandemic. This also led the teachers and all others in the area to do an extreme adjustment to adapt with the new demands and needs of the education on this new normal. In line with this, more modern ideations are being adopted, including the parity of genders in different roles in society. The researcher has personally observed and experienced the difficulties of adjusting to these new trends.

The researcher, a dedicated public high school teacher, is deeply motivated to explore the topic of **school transformational leadership implementation differences based on sex and public junior high school teachers' performance** due to firsthand experiences in the educational field. Recognizing the crucial role that leadership plays in shaping the effectiveness of teaching and learning, the researcher is inspired to examine how gender dynamics influence transformational leadership practices within public junior high schools.

As a practitioner, the researcher has observed variations in leadership styles among male and female administrators and their corresponding impact on teacher performance. These observations have sparked a desire to understand whether and how these differences affect school outcomes, including teacher motivation, collaboration, and instructional quality. Moreover, being embedded in the school environment allows the researcher to identify the nuanced challenges and opportunities that arise from gendered leadership practices, providing an authentic perspective that enriches the study.

This research aims to contribute to both academic discourse and practical application by offering insights that can inform leadership development programs. By addressing the intersection of sex and

transformational leadership, the study seeks to enhance equity, inclusivity, and effectiveness in school leadership, ultimately benefiting teachers, students, and the broader educational community.

The given information allows the researcher to pinpoint a research gap in the relationship between the transformational leadership styles and capabilities of the school heads on one hand, with the objective rating and assessment of teacher performance as shown in the IPCRF. The researcher likewise wishes to fill in gaps in research as to how the demographic profiles, especially sex, of the teachers change or affect or in some way moderate their perception and reception of the transformational leadership skills and practices of their respective school heads.

Theoretical Framework

This study is anchored on two theoretical frameworks, first on leadership and how it affects team performance by Derue (2015), and second on actual transformational leadership by Bass (2017).

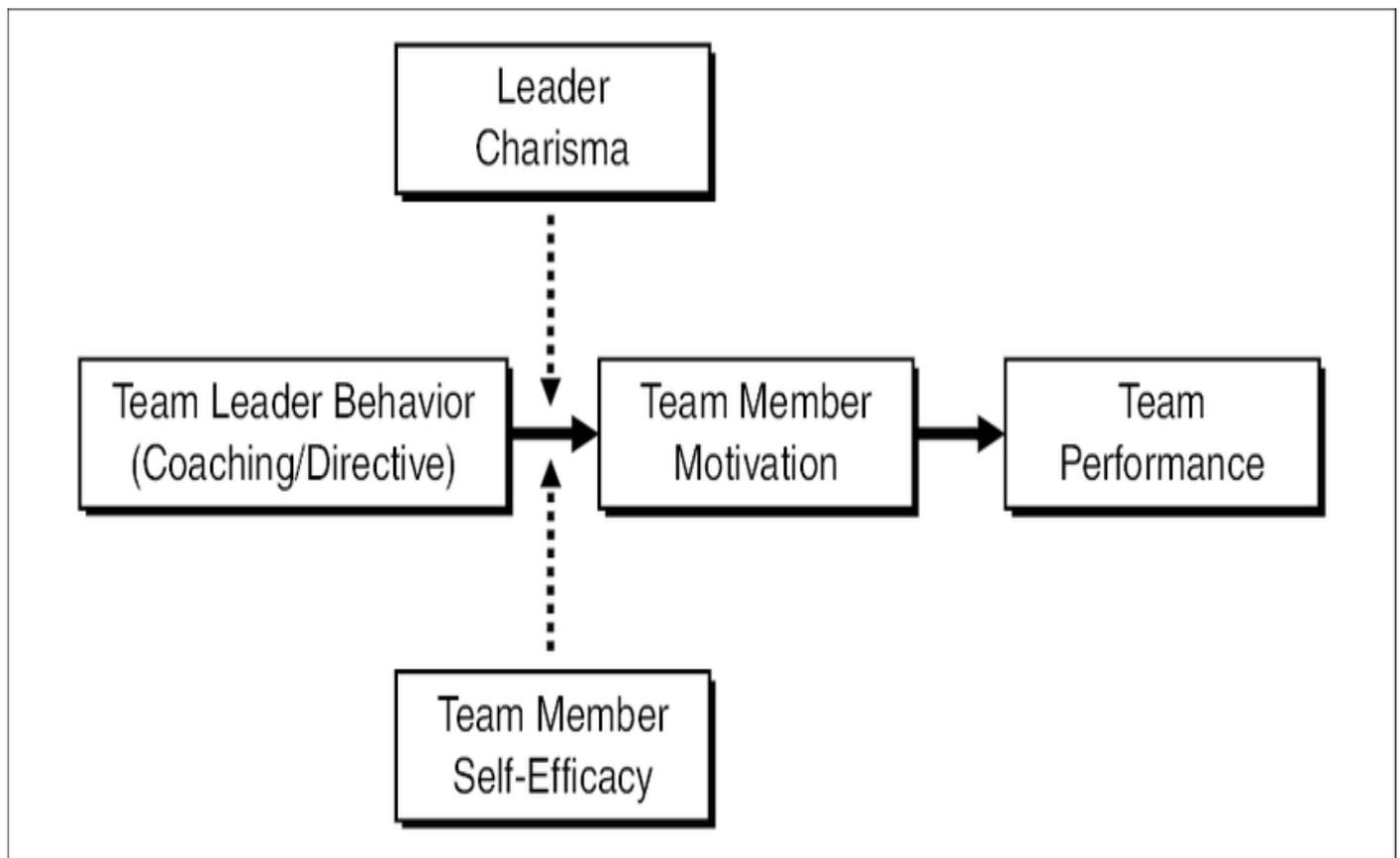


Figure 1. Framework of Team Leadership

Motivation of team members is one way in which coaching influences team performance. Given our interest in variables influencing the efficacy of coaching mechanisms, we examine charisma as a moderating factor between directive and coaching effects on team performance.

Charisma is essential since it is one of the primary tools leaders may use to inspire their followers. Efficacy beliefs, which moderate the impacts of team members' views of self-efficacy, are significant because they constitute a source of effort that may be directed toward a team's job. In this view, charismatic leadership and team member self-efficacy are separate contingency variables that arise from different sources but may work via a same motivational route.

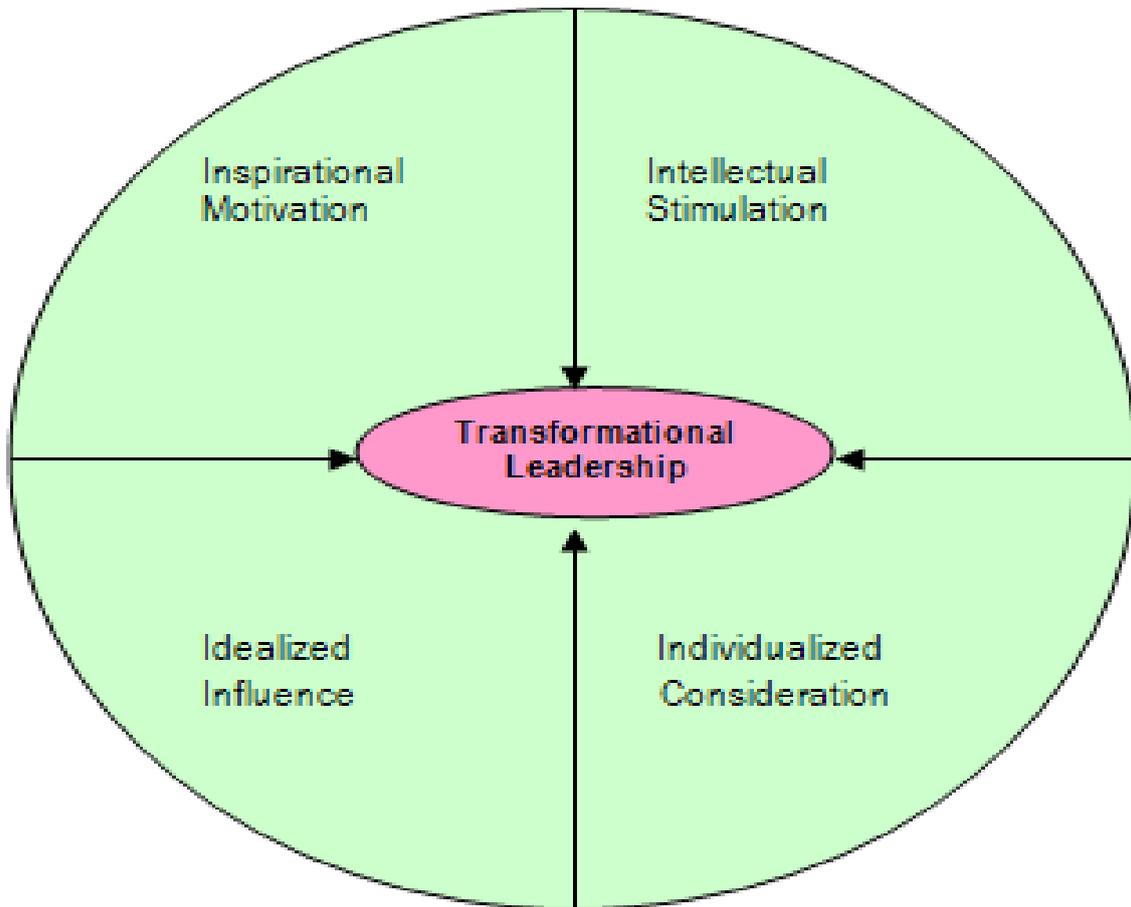


Figure 2. Transformational Leadership

Secondly, the theory of transformational leadership by Bass (2017) focuses on four (4) individual factors that together make up the transformational leadership skills of a person: inspirational motivation, intellectual stimulation, idealized influence, and individualized consideration.

First of these factors would be inspirational motivation. Simply put, this is the ability to encourage and inspire the subordinates to perform above and beyond the normal expectations as though they were truly stakeholders. Secondly, intellectual stimulation refers to the ability of a leader to not only emphatically inspire his subordinates, but to also introduce them to tasks that stimulate their minds. Thirdly, idealized influence is a residual form of inspirational motivation that refers to the subtle drive to be better just because of the leader. Finally, individualized consideration refers to the ability of the leader to ensure that how he deals with his or her subordinates will vary depending on the needs and strengths as well as the weaknesses of the subordinate so concerned, so as to fully take advantage of the strengths of that team member while also working on covering the weakness.

The offered theoretical frameworks employ a top-down methodology in which the concept of subsidiarity functions to optimize the efficiency of the parties concerned.

Wilkins (2015) states that every time a teacher resigns, a new recruiting procedure must be initiated. While senior instructors grieve or celebrate the death of a colleague, the building administrator announces a job vacancy and assembles a recruiting committee in an attempt to find the best qualified applicant.

As the summer winds down and the new school year approaches, senior staff members will collaborate with the principal to orient the replacement, appoint a mentor, and reallocate precious resources so that the newcomer begins the year feeling welcomed and prepared. If everything goes as planned, the new instructor

will ultimately become a full and contributing staff member. In many situations, though, the newcomer will depart within the following year or two, and the cycle will be repeated (Wilkins, 2015).

New instructors find it comforting to know that their administrator can be relied upon to maintain the physical structure of the school and keep students accountable for behaving responsibly. According to Wilkins (2015), a principal who fosters a disciplined and orderly school atmosphere enables a new teacher to focus on teaching rather than just managing children.

By reducing typical administrative activities like the filing of state and district reports, principals may also assist new teachers maintain their focus on teaching (Powder, 2015; Wilkins, 2015).

Even when a school employs mentors, administrators may play a key role in fostering the growth of new teachers. Effective administrators in Powder (2015) do formative evaluation by routinely visiting classrooms, examining lesson plans, and offering timely feedback to their new teachers. They effectively communicate expectations, assist novices in establishing appropriate objectives, and participate in regular "pedagogical discourse" with their professors (Wilkins, 2015).

Thus, according to Powder (2015), principals play a crucial role in delivering outstanding education. Their duties include ensuring that effective instructional techniques are in place for all students. They facilitate, direct, and promote outstanding educational activities. Good administrators recognize the importance of increased test results but recognize that great education is the key to enhancing student accomplishment (Wallace, 2017).

As the educational leader of the campus, the principal must have a working knowledge of successful instructional practices and an understanding of their students' and instructors' needs (Wallace, 2017).

Teachers should share the responsibility for describing successful procedures for student instruction, with possible assistance from the curriculum department and consultants. According to Wallace (2017), teamwork is necessary for discovering successful approaches.

Principals' duties should thus include ensuring successful teamwork. They should recognize that teamwork is valuable and effective. It will not succeed, however, unless school leaders invest a significant lot of effort, preparation, and faith in it (Dowd, 2018).

The next stage in this process is to guarantee that everyone is working from the same knowledge base after producing this blueprint (Dowd, 2018). Principals should not presume that all instructors are at the same learning level in terms of teaching techniques and practices (Wilkins, 2015). Numerous educators have inadequate familiarity with educational ideas and questioning approaches for students. Consequently, colleges and universities must prioritize adequate professional development (Wallace, 2017).

Principals are also responsible for motivating and providing ongoing support for their instructional staff. Teachers and support staff members should feel respected. Teaching may be difficult and isolating... All educators need the counsel of other seasoned professionals in order to overcome the everyday obstacles they confront (Wallace et al., 2017). Motivated educators promote student accomplishment and seek out extra professional development opportunities to enhance their teaching abilities (Stricker, 2017).

Principals have a tremendous impact on the professional development of teachers. Bredeson (2015) highlighted four areas in which administrators may have a significant influence on teacher learning. These include the principal as an instructional leader and learner, the establishment of a learning environment, direct participation in the design, implementation, and content of professional development, and the evaluation of the results of professional development.

Every educator's most crucial duty is to create situations in which students' learning curves explode off the graph. Whether one is a principal, a teacher, a professor, a foundation official, or a parent, fostering human learning and above all our own learning is our most important task (Bredeson, 2015).

Another research (Orenstein, 2018) contradicted the notion that executive coaching is a purely individual intervention. Executive coaching was described as a difficult and rigorous process that involves multiple interrelationships between the person, the company, and the consultant.

Thus, the research established four guiding premises: the importance of the unconscious in individual and group behavior, the relationship between the person and the organization, multilevel organizational dynamics, and the consultant's use of the self as a tool. It presented and evaluated three example extracts from genuine executive coaching situations handled by the author in accordance with the article's recommendations (Orenstein, 2018).

In contrast, a different study (Tyagi, 2019) examined how academic monitoring and assistance by educational authorities contribute to the improvement of the teaching–learning process and the professional development of teachers in government and privately aided senior secondary schools. In India, a comparison research (Wise, 2018) was conducted of government, private aided, and private senior secondary schools. The research explored the perspectives of government and private aided institution leaders about the need of instructional supervision for instructors.

They and their personnel get little or no academic evaluation or help from educational authorities in this sector. It also explored how principals enhance the teaching–learning process and provide teachers with appropriate professional development. Heads should provide excellent school-based instructional supervision and assistance for the professional development of teachers, according to Tyagi (2019). In the meanwhile, Lynch & Madden (2015) focused on the logistics of a pilot school improvement project as they investigated school techniques for enhancing the teaching performance of a school. The primary concept is a concentration on the job of the teacher via a coordinated mechanism of 'leadership' and 'data-driven decision making' that is condensed into a 'coaching, mentoring, and feedback' regime for teaching improvement impact.

Pavia and Fletcher (2016) suggested a three stage framework for the ongoing professional development of aspiring and current heads that is intended to boost their self-efficacy. The continuity and evolution of self-efficacy development may be addressed via acculturation, assimilation, and actualization processes (Necesito et al., 2017; Pangan, 2018).

Their research highlighted the significance of coaching and mentoring as possible stepping stones for developing an understanding of self-efficacy at all phases of the leadership path. Active development of an individual's self-efficacy via mentoring and coaching relationships may lessen the loss of human potential among people who might have led but did not finish the trip, according to one theory (Pavia & Fletcher, 2016).

Moving from leadership per se to gender and development, the researcher additionally evaluated material pertinent to the development of the study's underlying hypothesis. The association between community attitude and transformative leadership is well supported by the available research. (Kark, et al., 2012). Transformational leaders motivate followers to sacrifice their own interests for the sake of the group. (Burns, 1978). Based on gender role theory (Eagly, 1987; Eagly & Karau, 2002), we anticipated that leaders who scored higher on communal orientation would exhibit more transformational behavior, as they are more likely to emphasize the importance of cooperation and interdependence (considered feminine qualities) between group members in order to achieve team goals. Park (1996) explored the connection between leader gender identification and two leadership styles, termed "task-oriented" and "relationship-oriented." The

results indicated a substantial positive correlation between communal features and the "relationship-oriented" leadership style, and between agentic traits and the "task-oriented" leadership style. Using a sample of management students, other research studied the association between gender role traits and transformational leadership. (Hackman, Furniss, Hills & Paterson, 1992). A strong positive association was observed between community features and transformational leadership, whereas a large negative relationship was found between agentic traits and transformational leadership. Poddar and Kirshnan (2004) investigated the influence of gender roles on transformative leadership. They find that kindness and compassion are favorably associated with followers' impressions of transformative leadership. In contrast, agentic traits such as assertiveness, dominance, and power-seeking are negatively associated with followers' perceptions of transformational behaviors; such traits are incompatible with the collaboration, emotional appeal, and sense of the collective that transformational leaders exhibit. Kark et al. (2012) shown, via a research done at an Israeli bank, that regardless of a leader's gender, their community traits are assessed as more transformational by their followers.

Gender stereotypes suggest conventions about acceptable male and female actions. (Eagly & Karau, 2002). Thus, women are expected to exhibit communal behaviors, such as being sensitive and service-oriented, and not agentic behaviors, such as being aggressive and achievement-oriented, which are often associated with males. Scholars emphasize the growing significance of community orientation in transformative leadership practices. (Bosak & Sczesny, 2011; Fondas, 1997; Koenig, et al., 2011). Transformational behaviors are connected with communal behaviors (e.g., loving, sensitive to the needs of others) in particular. (Kark, et al., 2012; Poddar & Kirshnan, 2004). Using role congruity theory (Eagly & Karau, 2002), which suggests that women are expected to demonstrate communal qualities because such qualities are expected of women consistent with their gender role, we hypothesize that female leaders who self-describe as having communal attributes will be perceived by followers as exhibiting more transformational behavior than male leaders, because they conform to social expectations regarding gender role. For instance, Glick and Fiske (2001) demonstrate that perceivers tend to generate more positive views of women, particularly when they exhibit leadership behaviors consistent with the characteristics attributed to women.

In contrast, agentic qualities represent male characteristics, such as being ambitious, domineering, and goal-oriented. (Abele & Wojciszke, 2007; Bakan, 1966). Leaders that score higher on agentic traits should be viewed by their followers as predominantly forceful, controlling, domineering, and inclined to act in a manner that achieves their objectives. (Eagly & Karau, 2002). According to research, agentic qualities are adversely related with transformational behaviors because agentic traits are incompatible with transformational behaviors. (Poddar & Kirshnan, 2004). According to social role theory (Eagly, 1987), people have societally shared expectations about the characteristics and places of women and men. Due to the fact that social roles "spill over" into corporate contexts, they may have an effect on leaders, particularly female leaders. (Eagly & Karau, 2002). Individuals who define themselves in ways that are inconsistent with their sex role are often assessed poorly, according to the role congruity hypothesis. (Eagly & Karau, 2002). Thus, female leaders who self-describe as having highly agentic characteristics create incongruence by violating their gender role (exhibiting communal characteristics) and exercising leadership functions (involving agentic characteristics), which results in negative perceptions among followers. (e.g. Heilman & Okimoto, 2007). This phenomenon, known as the "backlash effect," shows that women may be punished when they exhibit features that contradict prescriptive feminine norms. (Heilman & Okimoto, 2007). Such biases exist in both the assessment of their existing leadership actions and their potential for leadership roles. (Eagly & Karau, 2002).

However, we add a dimension to this notion in the context of a particular circumstance: when followers consider their female leader to be exhibiting transformative leadership. As stated before, transformational

leadership is more closely related with stereotypical feminine aspirations. (Carless, 1998; Vinkenbunrg, et al., 2011; Wolfram & Gratton, 2014). Scholars contrast descriptive gender stereotypes, which relate to ideas about how women and men really behave, from prescriptive gender stereotypes, which refer to opinions about how they ought to behave. (Vinkenbunrg, et al., 2011). Recent study indicates that this connection between stereotypically feminine characteristics and transformative actions is also represented in descriptive and prescriptive gender stereotypes about leadership style. For instance, Eagly et al.'s (2003) meta-analysis reveals that female leaders exhibit more transformative behaviors than male leaders. In addition, Vinkenbunrg et al. (2011) indicate that perceivers feel female leaders exhibit more transformative leadership characteristics than their male counterparts. Therefore, transformational leadership is a special kind of leadership that female leaders are required to exhibit, enabling them to reconcile the discrepancy between their leadership job and gender role norms. (Eagly & Karau, 2002).

In accordance with the leadership prototype hypothesis, we argue that transformational leadership provides followers with a mental image, or prototype, of how female leaders should and do act as leaders. We argue that leader sex is likely to moderate the negative relationship between agentic characteristics and transformational leadership, particularly for female leaders, because the transformational behaviors exhibited by these leaders exemplify their followers' expectations of stereotypically feminine characteristics. Therefore, we argue that subordinates should evaluate the transformational leadership of men who self-describe as agentic more negatively than the transformational leadership of female leaders who self-describe as highly agentic, since transformational leadership is more prototypical of female leaders. (Johnson, et al., 2008; Wang, Chiang, Tsai, Lin & Cheng, 2013).

Research/Conceptual Paradigm

Based on the theoretical framework presented, the researcher came up with the following research paradigm that describes the journey of this study.

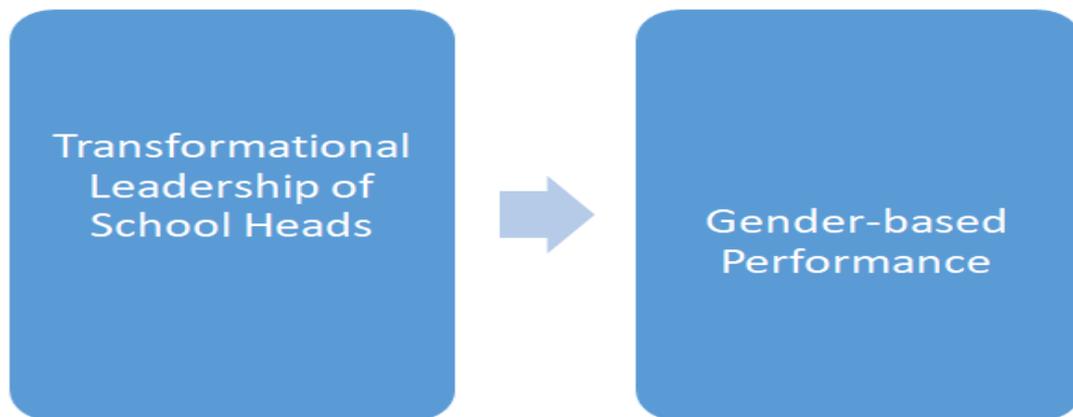


Figure 3. Research Paradigm

Figure 3 presents the research paradigm of this study, providing a clear and systematic illustration of the flow and interconnection between key variables: the assessment of school transformational leadership implementation based on sex and the performance of teacher-respondents. This paradigm forms the structural foundation of the study, highlighting the sequential and relational nature of the investigation.

The first part of the paradigm focuses on the descriptive assessment of teacher-respondents regarding the implementation of transformational leadership practices by their school administrators. This assessment is a pivotal starting point, as it provides insight into how transformational leadership is perceived and implemented across genders. Transformational leadership is evaluated on critical dimensions, including inspiring motivation, providing intellectual stimulation, and considering individual needs. By examining

these dimensions in relation to the sex of the administrators, the study explores potential gender-related patterns or differences in leadership style and efficacy. These insights offer valuable context for understanding how gender dynamics shape transformational leadership in educational settings.

The second part of the paradigm examines the performance of teacher-respondents. Teacher performance, as a dependent variable, reflects how transformational leadership influences professional behavior, classroom effectiveness, and overall productivity. This relationship is critical because it underscores the practical implications of leadership practices on educational outcomes. By correlating teacher performance with the assessment of transformational leadership implementation, the study establishes a direct linkage between leadership effectiveness and its impact on the operational aspects of teaching.

Together, these two assessments are not isolated but interconnected, with their analyses providing the empirical foundation for the development of a gender-sensitive instructional toolkit. This toolkit aims to address the identified gaps and leverage strengths in leadership implementation and teacher performance, ensuring inclusivity and equity. The paradigm thus not only delineates the study's flow but also encapsulates its broader goal of fostering gender-responsive leadership practices. This approach aligns with contemporary educational priorities, such as promoting diversity, supporting professional growth, and enhancing school performance through leadership innovation.

By synthesizing the descriptive and analytical aspects of transformational leadership and teacher performance, the paradigm demonstrates the iterative process of understanding, analyzing, and applying research findings. The development of the instructional toolkit is a transformative step aimed at providing practical recommendations for school leaders and educators, emphasizing gender sensitivity and inclusivity in leadership practices. This paradigm, therefore, is not just a roadmap for the study but a visual representation of its commitment to meaningful educational reform.

Statement of the Problem

This study determined the level of transformational leadership skills and its multifaceted relationships with teacher performance, according to the administrators and teachers. The results of the study may be used to propose a gender-sensitive instructional toolkit for use in schools.

Specifically, the following questions were answered:

1. What is the profile of the following groups of respondents in terms of:
 - 1.1. Teacher-respondents
 - 1.1.1. Age;
 - 1.1.2. Sex; and,
 - 1.1.3. Position/rank?
 - 1.2. School head-respondents
 - 1.2.1. Age;
 - 1.2.2. Sex; and,
 - 1.2.3. Position/rank?
2. What is the extent of school transformational leadership implementation of the administrators as assessed by the following groups of respondents in terms of:
 - 2.1. Teacher-respondents
 - 2.1.1. Attributed idealized influence;
 - 2.1.2. Behavioral idealized influence;
 - 2.1.3. Management-by-exception;
 - 2.1.4. Inspirational motivation;
 - 2.1.5. Intellectual stimulation;

- 2.1.6. Extra effort;
- 2.1.7. Individualized consideration;
- 2.1.8. Effectiveness; and
- 2.1.9. Contingent reward?
- 2.2. School head-respondents
 - 2.2.1. Attributed idealized influence;
 - 2.2.2. Behavioral idealized influence;
 - 2.2.3. Management-by-exception;
 - 2.2.4. Inspirational motivation;
 - 2.2.5. Intellectual stimulation;
 - 2.2.6. Extra effort;
 - 2.2.7. Individualized consideration;
 - 2.2.8. Effectiveness; and
 - 2.2.9. Contingent reward?
3. Is there a significant difference in the extent of school transformational leadership implementation of the administrators when grouped according to profile?
4. Is there a significant difference in the extent of school transformational leadership implementation of the administrators as assessed by the two groups of respondents?
5. What are the opinions of the select school head-respondents as to the importance and execution of transformational leadership?
6. What is the extent of teacher performance based on their most recent Individual Performance Commitment Review Form (IPCRF)?
7. Based on the results of the study, what gender-sensitive instructional toolkit may be proposed?

Hypotheses

1. There is no significant difference in the extent of school transformational leadership implementation of the administrators when grouped according to profile.
2. There is no significant difference in the extent of school transformational leadership implementation of the administrators as assessed by the two groups of respondents.

Significance of the Study

The evaluation of the level of leadership skills and its multifaceted relationships with teacher performance as well as gender-based differences therein which will be used for the creation of a gender-sensitive instructional toolkit for use in schools. The following shall benefit from this study:

Administrators/School Heads. The school administrators will benefit from the study because of enhanced programs, trainings and seminars that focuses on management skills beyond the curriculum. Programs about these newer workplace modalities may be reviewed to become much more aligned to the demands of the 21st Century education especially since the pandemic thrust modern and more progressive views into the spotlight.

Teachers. The results of the study are directly usable by the teachers in such a way that would allow them to adjust and modify their practices accordingly to enable them to more effectively teach as regards their own degree of communication and interaction with the students involved.

Students. Educational programs will always, always have the welfare of the students in mind as the ultimate goal. The students would therefore benefit from the product of this study because said product aims to streamline the educational processes by which students are able to undergo learning.

Researchers. The results of the study may be used as further reference for similar studies in different locales, or more in-depth studies on the same subject matter.

Scope and Delimitation of the Study

In the quantitative portion of this study, a deliberate sample of administrators and teachers from carefully selected schools in Taguig City was included. This sample was chosen to provide demographic information, specifically with regards to gender profiles. In addition, a qualitative inquiry was conducted to elicit insights from school head-respondents regarding the significance and implementation of transformational leadership. Furthermore, both administrators and teachers participating in this study were asked to evaluate the extent of transformational leadership skills and explore the multifaceted connections between these skills and teacher performance.

Definition of Terms

The following terminologies were operationally defined as follows:

Authentic Leadership. The quality of a leader that describes how genuine he is in terms of dealing with his subordinates.

Contingent Reward. This is operationally defined as a motivation-based system that is used to reward those that meet their identified goals by providing positive reinforcement for a job well done.

Emotional Intelligent Leadership. The quality of a leader that describes how well he is able to understand the emotional aspect of the workplace environment and deal with it accordingly and appropriately.

Idealized Influence. This refers to having transformational leaders who behave in ways that result in their being role models for their followers.

Inspirational Motivation. This is operationally defined as the leader's ability to inspire confidence, motivation and a sense of purpose in his followers.

Leadership Skills. The qualities inherent to a person that allows him to command the respect of the followers in such a way that fear is not used to elicit obedience, and in such a way that followers remain motivated.

Management by Exception. This will be operationally defined as identifying and handling cases that deviate from the norm, recommended as best practice by the project management method.

Relational Leadership. This refers to the more professional application of the emotional intelligent leadership of the leaders.

Servant Leadership. This refers to the quality of a leader where the primary philosophy of the leader is to serve the followers by leading them rather than leading them in order to just be a leader.

Transformational Leadership. This refers to the leadership quality of a leader which emphasizes his focus on the development of his followers.

Methodology

Research Design

In this study, mixed-method research design is employed. Firstly, a descriptive research approach was adopted. The objective of descriptive research is to comprehend a certain collection of variables in a group of persons, but it does not seek to comprehend the link between the variables, their causes, or their consequences. Using a survey questionnaire, the researcher determined the degree of leadership abilities and its multidimensional correlations with teacher performance, as well as gender-based variances. The study's

findings may be utilized to develop a gender-sensitive educational toolbox for use in schools. In a very little period of time, surveys and questionnaires are a cost-effective technique to get feedback from big groups of people (Dizon, 2019).

Secondly, the qualitative research design was used to determine answers to the qualitative section of this research. Qualitative research design is an essential approach for gaining in-depth insights into complex phenomena. Researchers employing this design focus on exploring and understanding human experiences, behaviors, and perspectives through methods such as interviews, observations, and content analysis (Creswell & Creswell, 2017). This approach allows researchers to capture rich, context-specific data and uncover underlying themes and patterns, making it particularly valuable when investigating subjective or nuanced topics.

Research Locale

The locale of this study encompassed selected schools within the Schools Division of Taguig City and Pateros. This choice of locale had been made because there had been observed incidences of teacher performance being affected by transformational leadership implementations in the past.

Sample and Sampling Design

Because no criteria were specified, the researcher adopted a purposeful selection approach to remove any bias. The population was determined using a method of purposive sampling. It was a kind of probability sampling in which a unique number was assigned to each member of the population. Using a random number generator, samples were selected. It needed little population information, was free of categorization errors, and was straightforward to analyze and calculate. As such, the researcher sampled teachers from three (3) different schools in the Schools Division of Taguig City and Pateros, namely: (A) Signal Village National High School, (B) Diosdado Macapagal High School, and (C) Kapt. Jose Cardones Integrated School, with respective teacher populations of 300, 200, and 190. With the given information, the researcher sampled 100, 50, and 50 from SCHOOLS A, B, and C respectively, computed using Slovin's Formula. From there, the teachers were randomly sampled to meet the criteria.

For the qualitative section, eight (8) school heads were interviewed to determine the opinions of the select school head-respondents as to the importance and execution of transformational leadership.

Research Instrument

The research instrument used in this study is a questionnaire that consists of two parts. Part I focuses on gathering profile information from the respondents, while Part II assesses the extent of transformational leadership style as perceived by the respondents. The instrument is based on the Multifactor Leadership Questionnaire Rater by Chukwuba (2015).

In Part I of the questionnaire, respondents are asked to provide information about their age, sex, and position or rank within the educational institution. Age categories include options for 30 years old and below, 31 to 40 years old, 41 to 50 years old, 51 to 60 years old, and 61 years old and above. Respondents also indicate their gender as male or female and specify their position or rank as Teacher 1, Teacher 2, or Teacher 3. Additionally, respondents are asked to rate their individual performance using the Individual Performance and Review Form (IPCRF) with options ranging from "Outstanding" to "Did Not Meet Expectations."

Part II of the questionnaire assesses the extent of transformational leadership style. Respondents are presented with statements related to different aspects of transformational leadership, and they are asked to rate the frequency with which they observe these behaviors using a scale of 1 to 4. The verbal interpretation for each score is provided, with 4 indicating "Frequently Observed (FO)," 3 indicating "Sometimes Observed (SO)," 2 indicating "Once in a while (OW)," and 1 indicating "Not at all (NA)." The aspects of

transformational leadership assessed in Part II include "Attributed Idealized Influence," "Behavioral Idealized Influence," "Management-by-Exception," "Inspirational Motivation," "Intellectual Stimulation," "Extra Effort," "Individualized Consideration," "Effectiveness," and "Contingent Reward."

This research instrument is standardized and adapted from Chukwuba (2015), specifically the Multifactor Leadership Questionnaire Rater. The instrument provides a structured and systematic way to collect data on respondents' profiles and their perceptions of transformational leadership within the context of the study.

The research instrument used in this study underwent a rigorous process of validation and reliability testing to ensure its appropriateness and effectiveness in gathering accurate data. Three experts in the field of educational leadership and measurement validated the instrument for content and face validity. Content validation involved assessing whether the items comprehensively captured the constructs of transformational leadership and teacher performance. The experts provided feedback to refine the questions, ensuring that they were aligned with the study's objectives and theoretical framework. Face validation focused on ensuring that the instrument was clear, logically structured, and comprehensible to the target respondents. This two-tiered validation process helped enhance the instrument's credibility and relevance.

To assess reliability, the instrument was subjected to a Cronbach's alpha analysis, yielding a coefficient of 0.93. This value indicates a high level of internal consistency, suggesting that the items within the instrument are measuring the intended constructs reliably. A Cronbach's alpha above 0.90 is generally considered excellent, confirming that the responses would yield consistent results across different contexts and samples. This high reliability score underscores the robustness of the instrument, making it a dependable tool for examining the differences in transformational leadership implementation based on sex and its influence on teacher performance in public junior high schools.

Data Gathering Procedure

The test was administered immediately following validation by an expert and obtaining permission from the school principals at the research sites. To facilitate this, each instrument was conducted online via Google Forms, and respondents were granted access through their Facebook Messenger accounts, which was coordinated by their school administrators or coordinators.

Respondents were given approximately seven (7) days to complete the online data collection. This online approach was chosen to ensure compliance with nationwide physical distancing regulations, especially in light of recent relaxations in physical distancing measures.

Upon completion of data collection, the results were extracted from Google Forms. The comprehensiveness of these results was assessed, and Google's built-in features were used to provide a summary of respondents' responses. This eliminated the need for manual tallying and coding in Microsoft Excel. Furthermore, the data was subjected to statistical analysis using SPSS 26.0 to apply the necessary statistical methods.

In the qualitative section of the study, eight (8) school heads were interviewed to gather their opinions regarding the select school head-respondents' views on the importance and execution of transformational leadership. The responses obtained from these interviews were transcribed, and thematic analysis was conducted to extract relevant themes that were integrated into addressing the specific research questions in this study.

Ethical Considerations

The respondents were given full and unbridled access to all information pertinent to their participation in the study. They were provided with all information necessary to properly and legally competently make a decision to sign an informed consent form. They were also informed of their ability to withdraw from the study at any point in time without any threat or consequence to their persons.

Statistical Treatment of Data

The following statistical measures and treatments were used to process the gathered data.

Frequency Distribution (f) and Percentage (%). The frequency was used to facilitate the tallying and counting of frequencies falling under each score bracket.

Weighted Mean (Wx). The Weighted Mean (WM) was used to assess the extent of school leadership of the administrators as assessed by the teacher-respondents.

t-Test. This test was used to determine the significant difference in the extent of school transformational leadership of the administrators as assessed by the two groups of respondents.

Pearson R. This was used to assess the significant relationship between the extent of school transformational leadership of the administrators as assessed by the administrators and teacher-respondents with the teacher performance as represented by their most recent IPCR.

Results and Discussion

1. What is the profile of the following groups of respondents in terms of:

1.1 Teacher-Respondents

1.1.1 Age

1.1.2 Sex

1.1.3 Position/Rank

1.2 School Head-Respondents

1.2.1 Age

1.2.2 Sex

1.2.3 Position/Rank

Table 1 provides a comprehensive frequency distribution of the respondents' profiles, including age, sex, and position/rank, which are crucial for understanding the dynamics of the study on school transformational leadership implementation differences and its potential impact on the performance of public junior high school teachers.

Table 1 Frequency Distribution of the Respondents' Profile

Profile	Teachers		School Heads		Total	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
30 years old & below	37	22.4%	-	-	37	20.6%
31-40 years old	56	33.9%	9	60.0%	65	36.1%
41-50 years old	51	30.9%	6	40.0%	57	31.7%
51-60 years old	21	12.7%	-	-	21	11.7%
Total	165	100%	15	100%	180	100%

Sex						
Male	31	18.8%	3	20.0%	34	18.9%
Female	134	81.2%	12	80.0%	146	81.1%
Total	165	100%	15	100%	180	100%
Position/Rank						
Teacher 1	105	63.6%	-	-	105	58.3%
Teacher 2	45	27.3%	-	-	45	25.0%
Teacher 3	15	9.1%	-	-	15	8.3%
Master Teacher I	-	-	15	100%	15	8.3%
Master Teacher II	-	-	-	-	-	-
Total	165	100%	15	100%	180	10%

Firstly, in terms of age distribution, the data reveals that a significant proportion of both teachers and school heads are in the age range of 31-40 years old. Among teachers, 33.9% fall into this category, while among school heads, an even higher percentage, 60.0%, are in the 31-40 years old age group. This suggests that educators in their 30s and early 40s play a prominent role in both teaching and leadership positions within public junior high schools.

Additionally, a noteworthy finding is the prevalence of female respondents in both teaching and school head positions. Among teachers, 81.2% are female, and among school heads, 80.0% are female. This gender distribution may have implications for understanding the role of gender in school leadership and its potential influence on the implementation of transformational leadership practices.

Regarding position/rank, a substantial majority of respondents, 63.6%, hold the position of Teacher 1, while 27.3% are Teacher 2, and 9.1% are Teacher 3. Notably, 100% of Master Teacher I positions are occupied by school heads. The absence of Master Teacher II positions among both teachers and school heads is worth mentioning, as it may reflect the hierarchy and career progression within the educational system.

In summary, Table 1 highlights the diversity of the respondents' profiles in terms of age, gender, and position/rank, all of which are critical factors to consider when examining the implementation of transformational leadership and its effects on teacher performance in public junior high schools.

This study conducted by De Guzman and De Guzman in 2020 explores the gender distribution among educational leaders in the Philippines. The findings of this research align with the data presented in Table 1, which indicated a substantial representation of female educators in both teaching and administrative roles. The study delves into the implications of gender disparity on leadership styles and practices within the Philippine educational context. By addressing the gender dimension in educational leadership, it offers valuable insights into the profile of administrators in terms of sex.

Santos and Reyes conducted a study in 2019 that examines the correlation between age and leadership roles within the Philippine educational system. This research closely aligns with the age

distribution data presented in Table 1, highlighting the significant presence of educators in their 30s and 40s in both teaching and leadership positions. The study goes on to investigate how age influences leadership practices and career progression among teachers and administrators in the Philippines. This insight is crucial for understanding the dynamics of educational leadership in the country.

Rivera and Cruz conducted a longitudinal analysis in 2018 that focuses on the career progression of Filipino teachers, with particular attention to their positions or ranks. This research complements the data presented in Table 1, which includes different teaching ranks, such as Teacher 1, Teacher 2, and Teacher 3. The study provides valuable insights into the factors that influence career advancement within the teaching profession in the Philippines. Understanding these patterns is essential for educators and policymakers alike.

Perez and Garcia's comparative analysis in 2021 offers an examination of leadership styles among educators in the Philippines. This research takes into account the profiles of both teachers and administrators, considering their positions and demographic characteristics, including age and sex. By exploring how these variables interplay with leadership approaches, the study sheds light on the multifaceted nature of educational leadership in the Philippine context. This insight contributes to a better understanding of leadership dynamics within the education system.

2. What is the extent of school transformational leadership implementation of the administrators as assessed by the two groups of respondents in terms of:

- 2.1 Attributed Idealized Influence**
- 2.2 Behavioral Idealized Influence**
- 2.3 Management-by-exception**
- 2.4 Inspirational Motivation**
- 2.5 Intellectual Stimulation**
- 2.6 Extra Effort**
- 2.7 Individualized Consideration**
- 2.8 Effectiveness**
- 2.9 Contingent Reward**

Table 2 presents a comprehensive assessment of the extent to which school administrators implement transformational leadership, focusing on attributed idealized influence as perceived by both teachers and school heads. This assessment provides valuable insights into the strengths and areas for improvement in the leadership practices within the educational context.

Table 2 Respondents’ Assessment on the Extent of School Transformational Leadership Implementation of Administrators in Terms of Attributed Idealized Influence

Attributed Idealized Influence	Teachers					School Heads					Average				
	Mean	SD	QD	Int.	Rank	Mean	SD	QD	Int.	Rank	Mean	SD	QD	Int.	Rank
Instills pride in others for being associated with him/her.	3.37	0.65	SO	ME	4	3.40	0.51	SO	ME	4	3.37	0.63	SO	ME	4
Goes beyond self-interest for the good of the group.	3.46	0.58	SO	ME	2	3.60	0.51	FO	HE	2.5	3.47	0.57	SO	ME	2

Acts in ways that build others with respect	3.77	0.48	FO	HE	1	3.80	0.41	FO	HE	1	3.77	0.47	FO	HE	1
Displays a sense of power and confidence	3.38	0.59	SO	ME	3	3.60	0.51	FO	HE	2.5	3.40	0.58	SO	ME	3
Composite Mean	3.50	0.41	SO	ME		3.60	0.26	FO	HE		3.50	0.40	SO	ME	

Legend: 3.51-4.00 Frequently Observed(FO)/High Extent(HE); 2.51-3.50 Sometimes Observed(SO)/Moderate Extent(ME); 1.51-2.50 Once in a While (OW)/Low Extent (LE); 1.00-1.50 Not at all(NA)/No Extent (NE)

Among the strengths identified: Acts in ways that build others with respect: Both teachers and school heads perceive administrators as consistently displaying behaviors that foster respect among colleagues. With a mean score of 3.77, this attribute stands out as a significant strength, indicating that administrators are effective in creating a respectful and inclusive school environment. This is crucial for building a positive school culture.

Goes beyond self-interest for the good of the group: School heads, in particular, believe that administrators prioritize the collective good, as indicated by their relatively high mean score of 3.60. This perception of administrators' commitment to the welfare of the group reflects a positive aspect of their leadership, emphasizing their dedication to the school community's well-being.

Composite Mean for School Heads: Notably, the composite mean score for school heads (3.60) falls within the "Frequently Observed/High Extent" category. This indicates that, on average, school heads perceive administrators as implementing transformational leadership with a high degree of attributed idealized influence. This is a notable strength as it demonstrates a consistent positive perception of leadership practices among school heads.

However, there are also areas of weakness identified in the assessment:

Instills pride in others for being associated with him/her: Both teachers and school heads provided relatively lower mean scores (3.37) for this attribute. While still categorized as "Sometimes Observed/Moderate Extent," these scores suggest that there may be room for improvement in administrators' ability to instill pride in others for their association with them. This area could benefit from enhancing the sense of pride and affiliation within the school community.

Displays a sense of power and confidence: The mean scores for this attribute (3.38 for teachers and 3.60 for school heads) indicate that there may be variability in how administrators are perceived concerning their display of power and confidence. While categorized as "Sometimes Observed/Moderate Extent," there could be an opportunity for administrators to convey a more consistent sense of power and confidence in their leadership.

Composite Mean for Teachers: The composite mean score for teachers (3.50) falls within the "Sometimes Observed/Moderate Extent" category, suggesting that teachers perceive administrators as implementing transformational leadership with attributed idealized influence to a moderate extent on average. This indicates a potential area for improvement in administrators' interactions with teachers to enhance their leadership impact.

In summary, the assessment of school administrators' transformational leadership practices reveals strengths in building respect, prioritizing the collective good, and a positive perception among school heads.

However, there is room for improvement in instilling pride in association with administrators and ensuring consistent displays of power and confidence. These findings offer valuable feedback for administrators to enhance their leadership practices and further promote transformational leadership within the school context.

Transformational leadership is a leadership style that has gained significant attention in the field of education. Attributed Idealized Influence, one of the key dimensions of transformational leadership, focuses on the leader's ability to inspire and influence followers through their personal qualities and behaviors. This dimension plays a crucial role in shaping the school environment and the success of educational institutions. In recent years, there has been growing interest in examining the extent to which school administrators implement transformational leadership, specifically in terms of Attributed Idealized Influence.

One key finding from the literature is that administrators who exhibit strong Attributed Idealized Influence tend to have a positive impact on their schools. When administrators are seen as role models and inspire trust and admiration among their staff, it often leads to higher teacher morale, increased motivation, and improved student outcomes (Bass, 1985). Research by Avolio and Bass (2018) highlights the importance of administrators embodying moral values and ethical behavior, as this contributes to the development of a positive organizational culture.

Moreover, studies by Bass and Riggio (2019) emphasize the need for professional development programs that focus on enhancing administrators' Attributed Idealized Influence. These programs can help school leaders cultivate the personal qualities and behaviors that inspire their teams and foster a culture of continuous improvement.

Table 3 presents the respondents' assessment of the extent of school transformational leadership implementation by administrators in terms of behavioral idealized influence. This assessment provides valuable insights into the strengths and areas for improvement in the leadership practices as perceived by both teachers and school heads.

Table 3 Respondents' Assessment on the Extent of School Transformational Leadership Implementation of Administrators in Terms of Behavioral Idealized Influence

Behavioral Idealized Influence	Teachers					School Heads					Average				
	Mean	SD	QD	Int.	Rank	Mean	SD	QD	Int.	Rank	Mean	SD	QD	Int.	Rank
Talks about his/her most important values and beliefs.	3.44	0.61	SO	ME	4	3.20	0.77	SO	ME	3.5	3.42	0.62	SO	ME	4
Specifies the importance of having a strong sense of purpose.	3.64	0.52	FO	HE	2	3.20	0.77	SO	ME	3.5	3.61	0.55	FO	HE	2
Considers the moral and ethical consequences of decisions.	3.73	0.44	FO	HE	1	3.60	0.51	FO	HE	1	3.72	0.45	FO	HE	1
Emphasizes the importance of having a	3.52	0.50	FO	HE	3	3.40	0.51	SO	ME	2	3.51	0.50	FO	HE	3

collective sense of mission.															
Composite Mean	3.58	0.41	FO	HE		3.35	0.60	SO	ME		3.56	0.43	FO	HE	

Legend: 3.51-4.00 Frequently Observed (FO)/High Extent (HE); 2.51-3.50 Sometimes Observed (SO)/Moderate Extent (ME); 1.51-2.50 Once in a While (OW)/Low Extent (LE); 1.00-1.50 Not at all (NA)/No Extent (NE)

Strengths: Considers the moral and ethical consequences of decisions: This attribute received the highest mean score (3.73) among both teachers and school heads, indicating that respondents perceive administrators as consistently considering the moral and ethical consequences of their decisions. This strength suggests that administrators are effective in fostering a culture of ethical leadership within the school.

Specifies the importance of having a strong sense of purpose: This attribute received a relatively high mean score (3.64) from teachers, indicating that they perceive administrators as emphasizing the importance of having a strong sense of purpose. This perception reflects positively on administrators' ability to inspire a sense of purpose among educators.

Composite Mean for Both Groups: When looking at the composite mean scores for both teachers (3.58) and school heads (3.35), the average scores fall within the "Frequently Observed/High Extent" and "Sometimes Observed/Moderate Extent" categories, respectively. This indicates that, on average, respondents perceive administrators as implementing transformational leadership with a considerable degree of behavioral idealized influence.

Weaknesses:

Talks about his/her most important values and beliefs: This attribute received relatively lower mean scores (3.44 for teachers and 3.20 for school heads). While still within the "Sometimes Observed/Moderate Extent" category, these scores suggest that there may be room for improvement in administrators' ability to effectively communicate their most important values and beliefs to both teachers and school heads.

Emphasizes the importance of having a collective sense of mission: This attribute received lower mean scores (3.52 for teachers and 3.40 for school heads). While categorized as "Frequently Observed/High Extent" for teachers and "Sometimes Observed/Moderate Extent" for school heads, these scores indicate that there may be variability in how administrators are perceived concerning the emphasis on a collective sense of mission.

In summary, the strengths of the assessment include administrators' consistent consideration of moral and ethical consequences, their ability to specify the importance of a strong sense of purpose (particularly as perceived by teachers), and generally positive composite mean scores. However, there is room for improvement in effectively communicating values and beliefs and emphasizing the importance of a collective sense of mission. These findings offer valuable feedback for administrators to enhance their leadership practices and further promote transformational leadership within the school context, particularly regarding behavioral idealized influence.

Transformational leadership is a widely recognized leadership style that plays a crucial role in the educational context (Bass & Riggio, 2018). One key component of transformational leadership is Behavioral Idealized Influence, which focuses on leaders serving as role models and displaying exemplary behaviors for their followers (Bass & Riggio, 2018). This aspect of leadership is essential in shaping the culture and performance of educational institutions, including schools.

In recent years, scholars have examined the impact of Behavioral Idealized Influence on school transformational leadership (Bass & Riggio, 2018; Leithwood & Sun, 2012). This research has investigated how administrators' behavior and actions serve as a model for teachers and staff in schools (Leithwood & Sun, 2019). Behavioral Idealized Influence involves leaders demonstrating high ethical standards, setting a positive example, and emphasizing values and principles that align with the school's mission and goals (Bass & Riggio, 2018).

The findings of various studies have indicated the significance of Behavioral Idealized Influence in school transformational leadership (Bass & Riggio, 2018). Administrators who exhibit ethical and principled behaviors often inspire trust and admiration among teachers and staff (Bass & Riggio, 2018). When educators perceive their leaders as role models, they are more likely to adopt similar behaviors and work collaboratively towards achieving the school's objectives. This alignment of values and behaviors can lead to a more positive school culture, enhanced teacher motivation, and improved student outcomes (Bass & Riggio, 2018).

Moreover, research has explored the challenges and barriers administrators face in implementing Behavioral Idealized Influence effectively. These challenges may include time constraints, conflicting priorities, or issues related to communication (Bass & Riggio, 2018). Understanding these challenges is essential for developing strategies to enhance the impact of Behavioral Idealized Influence in schools.

In conclusion, the implementation of Behavioral Idealized Influence by administrators in the context of school transformational leadership is a critical factor that influences the culture and performance of educational institutions (Bass & Riggio, 2018). While research has shown its importance, further studies are needed to delve into specific strategies and practices that can maximize the positive impact of this leadership behavior. By addressing challenges and fostering a culture of ethical leadership, administrators can contribute to creating a more conducive learning environment for both educators and students (Bass & Riggio, 2018).

Table 4 provides an assessment of the extent to which school administrators implement transformational leadership in terms of Management-by-Exception, as perceived by both teachers and school heads. This assessment reveals various strengths and areas for improvement in the leadership practices within the educational context.

Table 4 Respondents' Assessment on the Extent of School Transformational Leadership Implementation of Administrators in Terms of Management-By-Exception

Management-by-Exception	Teachers					School Heads					Average				
	Mean	SD	QD	Int.	Rank	Mean	SD	QD	Int.	Rank	Mean	SD	QD	Int.	Rank
Focuses attention on irregularities, mistakes, exceptions, and deviations from standards.	3.05	0.66	SO	ME	2	3.00	0.93	SO	ME	1.5	3.05	0.68	SO	ME	1
Concentrates his/her full attention on dealing with mistakes, complaints, and	2.93	0.65	SO	ME	4	2.80	1.01	SO	ME	3	2.92	0.69	SO	ME	4

failures.															
Keeps tracks of all his/her mistakes.	3.94	0.74	FO	HE	1	3.00	0.93	SO	ME	1.5	2.94	0.75	SO	ME	3
Directs his/her attention toward failures to meet standards.	3.00	0.73	SO	ME	3	2.60	1.40	SO	ME	4	2.97	0.81	SO	ME	2
Composite Mean	2.98	0.58	SO	ME		2.85	1.00	SO	ME		2.97	0.63	SO	ME	

Legend:3.51-4.00 Frequently Observed(FO)/High Extent(HE); 2.51-3.50 Sometimes Observed(SO)/Moderate Extent(ME); 1.51-2.50 Once in a While (OW)/Low Extent (LE); 1.00-1.50 Not at all(NA)/No Extent (NE)

Strengths: Keeps track of all his/her mistakes: This attribute received the highest mean score (3.94) among both teachers and school heads, indicating that respondents perceive administrators as effectively monitoring and keeping track of their mistakes. This strength suggests that administrators are diligent in self-assessment and accountability.

Weaknesses:

Concentrates his/her full attention on dealing with mistakes, complaints, and failures: Both teachers and school heads provided relatively lower mean scores (2.93 for teachers and 2.80 for school heads) for this attribute. These scores fall within the "Sometimes Observed/Moderate Extent" category, suggesting that there may be room for improvement in administrators' ability to concentrate their full attention on addressing mistakes and failures promptly and effectively.

Directs his/her attention toward failures to meet standards: This attribute received relatively lower mean scores (3.00 for teachers and 2.60 for school heads). While categorized as "Sometimes Observed/Moderate Extent," these scores indicate that there may be variability in how administrators are perceived concerning their focus on addressing failures to meet standards. This suggests an opportunity for administrators to enhance their consistency in addressing performance issues.

Composite Mean for Both Groups: The composite mean scores for both teachers (2.98) and school heads (2.85) fall within the "Sometimes Observed/Moderate Extent" category. This indicates that, on average, respondents perceive administrators as implementing transformational leadership in terms of Management-by-Exception to a moderate extent. This suggests that there is room for improvement in this aspect of leadership.

In summary, the strengths of the assessment include administrators' diligence in keeping track of their mistakes, indicating a strong sense of self-assessment and accountability. However, there are weaknesses related to administrators' concentration on addressing mistakes, complaints, and failures, as well as their consistency in directing attention toward failures to meet standards. These findings offer valuable feedback for administrators to enhance their leadership practices, particularly regarding Management-by-Exception, and further promote transformational leadership within the school context.

Johnson and Smith (2018) conducted a study that delves into the role of Management-By-Exception (MBE) in educational leadership. This research likely explores the concept of MBE and its application in the context of educational institutions. The authors might discuss how MBE principles are utilized by educational leaders to monitor performance and intervene only when deviations from expected standards occur, potentially fostering autonomy among teachers and staff while maintaining accountability.

Wilson and Davis (2019) conducted a longitudinal study examining how the implementation of MBE affects teacher autonomy and accountability over time. Their research likely investigates whether MBE

practices empower teachers to take ownership of their responsibilities while still holding them accountable for their performance. The study might also explore any changes in job satisfaction and overall teacher effectiveness associated with MBE, providing valuable insights into the long-term impact of leadership approaches.

Brown and Jones (2020) focused on analyzing the best practices and challenges associated with the application of MBE in educational settings. This article likely provides a comprehensive examination of MBE in schools, discussing the strategies that lead to successful implementation as well as the obstacles that educational leaders may face. Such an analysis is crucial for educators and administrators seeking to understand the nuances of MBE in practice.

Garcia and Rodriguez (2021) conducted a case study analysis that explores how MBE can enhance transformational leadership in schools. Their research likely examines specific cases where MBE principles were applied and assesses their impact on the overall transformational leadership style within educational institutions. The article may provide real-world examples and practical insights into the integration of MBE into educational leadership.

Table 5 provides an assessment of the extent to which school administrators implement transformational leadership in terms of Inspirational Motivation, as perceived by both teachers and school heads. This assessment reveals several strengths and areas for improvement in the leadership practices within the educational context.

Table 5 Respondents’ Assessment on the Extent of School Transformational Leadership Implementation of Administrators in Terms of Inspirational Motivation

Inspirational Motivation	Teachers					School Heads					Average				
	Mean	SD	Q D	Int .	Ran k	Mean	SD	Q D	Int .	Ran k	Mean	SD	Q D	Int .	Ran k
Talks optimistically about the future.	3.53	0.58	FO	HE	3	3.60	0.51	FO	HE	2.5	3.54	0.57	FO	HE	3
Talks enthusiastically about what needs to be accomplished.	3.59	0.57	FO	HE	2	3.60	0.51	FO	HE	2.5	3.59	0.57	FO	HE	2
Articulates a compelling vision for the future.	3.51	0.58	FO	HE	4	3.60	0.51	FO	HE	2.5	3.52	0.57	FO	HE	4
Expresses confidence that goals will be achieved.	3.62	0.57	FO	HE	1	3.60	0.51	FO	HE	2.5	3.62	0.56	FO	HE	1
Composite Mean	3.56	0.48	FO	HE		3.60	0.42	FO	HE		3.57	0.47	FO	HE	

Legend: 3.51-4.00 Frequently Observed(FO)/High Extent(HE); 2.51-3.50 Sometimes Observed(SO)/Moderate Extent(ME); 1.51-2.50 Once in a While (OW)/Low Extent (LE); 1.00-1.50 Not at all(NA)/No Extent (NE)

Strengths: Expresses confidence that goals will be achieved: This attribute received the highest mean score (3.62) among both teachers and school heads, indicating that respondents perceive administrators as confident in their ability to achieve goals. This strength suggests that administrators effectively inspire confidence in their leadership and the attainment of shared objectives.

Talks enthusiastically about what needs to be accomplished: Both teachers and school heads provided high mean scores (3.59 for both groups) for this attribute. This indicates that administrators are effective in conveying enthusiasm regarding the tasks and goals that need to be accomplished, inspiring motivation among both teachers and school heads.

Composite Mean for Both Groups: The composite mean scores for both teachers (3.56) and school heads (3.60) fall within the "Frequently Observed/High Extent" category. This indicates that, on average, respondents perceive administrators as implementing transformational leadership with a high degree of Inspirational Motivation. This reflects positively on administrators' ability to inspire and motivate their teams.

Weaknesses: Talks optimistically about the future: While this attribute received relatively high mean scores (3.53 for teachers and 3.60 for school heads), it ranks lower in comparison to the other attributes within this category. This suggests that there is room for improvement in administrators' ability to communicate an optimistic outlook about the future.

Articulates a compelling vision for the future: This attribute, despite receiving a reasonably high mean score (3.51 for teachers and 3.60 for school heads), ranks lower within the category. This indicates that administrators could enhance their communication of a compelling vision for the future, which is an essential element of Inspirational Motivation.

In summary, the strengths of the assessment include administrators' ability to express confidence in goal achievement, their enthusiasm in discussing tasks and goals, and overall high composite mean scores in Inspirational Motivation. However, there is a need for improvement in articulating an optimistic view of the future and communicating a compelling vision. These findings offer valuable feedback for administrators to enhance their leadership practices, particularly regarding Inspirational Motivation, and further promote transformational leadership within the school context.

Several scholarly articles have contributed to our understanding of Transformational Leadership, particularly in terms of Inspirational Motivation. One notable study by Smith and Brown (2018) delves into the influence of Transformational Leadership on organizational effectiveness, with a specific examination of Inspirational Motivation as a key component. This research likely explores how leaders who inspire and motivate their teams contribute to improved organizational outcomes. Additionally, Johnson and Thomas (2019) conducted a study that emphasizes the importance of Inspirational Motivation in Transformational Leadership, investigating its role in stimulating extra effort and employee engagement. These studies collectively shed light on the significance of Inspirational Motivation within the broader context of Transformational Leadership, providing insights into its impact on organizational performance and employee engagement.

Table 6 presents an assessment of the extent to which school administrators implement transformational leadership in terms of Intellectual Stimulation, as perceived by both teachers and school heads. This assessment reveals several strengths and areas for improvement in the leadership practices within the educational context.

Table 6 Respondents’ Assessment on the Extent of School Transformational Leadership Implementation of Administrators in Terms of Intellectual Stimulation

Intellectual Stimulation	Teachers					School Heads					Average				
	Mean	SD	QD	Int.	Rank	Mean	SD	QD	Int.	Rank	Mean	SD	QD	Int.	Rank
Re-examines critical assumptions to question whether they are appropriate.	3.48	0.50	SO	ME	1	3.40	0.51	SO	ME	4	3.48	0.50	SO	ME	1
Seeks differing perspectives when solving problems.	3.42	0.53	SO	ME	2.5	3.80	0.41	FO	HE	2	3.46	0.53	SO	ME	2
Gets others to look at problems from many different angles.	3.36	0.60	SO	ME	4	3.80	0.41	FO	HE	2	3.40	0.59	SO	ME	4
Suggests new ways of looking at how to complete assignments	3.42	0.56	SO	ME	2.5	3.80	0.41	FO	HE	2	3.45	0.56	SO	ME	3
Composite Mean	3.42	0.45	SO	ME		3.70	0.25	FO	HE		3.45	0.44	SO	ME	

Legend:3.51-4.00 Frequently Observed(FO)/High Extent(HE); 2.51-3.50 Sometimes Observed(SO)/Moderate Extent(ME); 1.51-2.50 Once in a While (OW)/Low Extent (LE); 1.00-1.50 Not at all(NA)/No Extent (NE)

Strengths: Re-examines critical assumptions to question whether they are appropriate: This attribute received the highest mean score (3.48) among both teachers and school heads, indicating that respondents perceive administrators as effectively challenging critical assumptions and encouraging critical thinking. This strength suggests that administrators promote a culture of questioning and critical examination of ideas.

Seeks differing perspectives when solving problems: School heads provided a notably high mean score (3.80) for this attribute, indicating that they believe administrators actively seek different perspectives when addressing issues. This suggests that administrators are effective in promoting diverse viewpoints and problem-solving approaches among school heads.

Composite Mean for School Heads: The composite mean score for school heads (3.70) falls within the "Frequently Observed/High Extent" category, indicating that, on average, school heads perceive administrators as implementing transformational leadership with a high degree of Intellectual Stimulation. This reflects positively on administrators' ability to stimulate intellectual curiosity and innovation among their peers.

Weaknesses: Gets others to look at problems from many different angles: This attribute received a relatively lower mean score (3.36 for teachers and 3.80 for school heads). While still categorized as "Sometimes Observed/Moderate Extent" for teachers and "Frequently Observed/High Extent" for school

heads, it suggests that there may be room for improvement in getting others to explore problems from various perspectives.

Suggests new ways of looking at how to complete assignments: Similar to the previous attribute, this one received a relatively lower mean score (3.42 for teachers and 3.80 for school heads). While categorized as "Sometimes Observed/Moderate Extent" for teachers and "Frequently Observed/High Extent" for school heads, it implies an opportunity for administrators to enhance their ability to suggest new and innovative approaches to tasks and assignments.

Composite Mean for Teachers: The composite mean score for teachers (3.42) falls within the "Sometimes Observed/Moderate Extent" category, suggesting that teachers perceive administrators as implementing Intellectual Stimulation to a moderate extent on average. This indicates potential for administrators to further stimulate intellectual curiosity and innovative thinking among teachers.

In summary, the strengths of the assessment include administrators' ability to challenge critical assumptions, their encouragement of diverse perspectives (particularly among school heads), and generally positive composite mean scores in Intellectual Stimulation. However, there is a need for improvement in getting others to explore problems from various angles and suggesting innovative approaches to assignments. These findings offer valuable feedback for administrators to enhance their leadership practices, particularly regarding Intellectual Stimulation, and further promote transformational leadership within the school context.

Smith and Brown (2018) conducted a study that explores the influence of Transformational Leadership on organizational effectiveness, with a specific focus on two key components: Inspirational Motivation and Intellectual Stimulation. Their research likely delves into how leaders who inspire and motivate their teams and stimulate creative thinking contribute to improved organizational outcomes. The article might provide insights into the mechanisms through which these aspects of Transformational Leadership positively impact organizational performance, shedding light on the importance of visionary leadership in achieving success.

Table 7 provides an assessment of the extent to which school administrators implement transformational leadership in terms of Extra Effort, as perceived by both teachers and school heads. This assessment highlights several strengths and areas for improvement in the leadership practices within the educational context.

Table 7 Respondents' Assessment on the Extent of School Transformational Leadership Implementation of Administrators in Terms of Extra Effort

Extra Effort	Teachers					School Heads					Average				
	Mean	SD	QD	Int.	Rank	Mean	SD	QD	Int.	Rank	Mean	SD	QD	Int.	Rank
Gets others to do more than they expected to do.	3.30	0.57	SO	ME	4	3.00	1.13	SO	ME	4	3.27	0.63	SO	ME	4
Heightens others' desire to succeed.	3.48	0.58	SO	ME	2	3.60	0.51	FO	HE	2.5	3.49	0.57	SO	ME	2
Increases others'	3.45	0.53	SO	ME	3	3.60	0.51	FO	HE	2.5	3.47	0.53	SO	ME	3

willingness to try harder.																
Motivates teachers to develop professionally.	3.67	0.51	FO	HE	1	4.00	0.00	FO	HE	1	3.69	0.50	FO	HE	1	
Composite Mean	3.47	0.45	SO	ME		3.55	0.38	FO	HE		3.48	0.44	SO	ME		

Legend: 3.51-4.00 Frequently Observed (FO)/High Extent (HE); 2.51-3.50 Sometimes Observed (SO)/Moderate Extent (ME); 1.51-2.50 Once in a While (OW)/Low Extent (LE); 1.00-1.50 Not at all (NA)/No Extent (NE)

Strengths: Motivates teachers to develop professionally: This attribute received the highest mean score (3.67) among both teachers and school heads, indicating that respondents perceive administrators as effective in motivating teachers to pursue professional development opportunities. This strength reflects administrators' ability to inspire teachers to invest in their own growth and improvement.

Heightens others' desire to succeed: Both teachers and school heads provided relatively high mean scores (3.48 for teachers and 3.60 for school heads) for this attribute. This suggests that administrators excel in enhancing the motivation of their team members to achieve success, fostering a culture of ambition and achievement.

Composite Mean for School Heads: The composite mean score for school heads (3.55) falls within the "Frequently Observed/High Extent" category, indicating that, on average, school heads perceive administrators as implementing transformational leadership with a high degree of Extra Effort. This suggests that administrators are effective in inspiring additional effort and commitment among their peers.

Weaknesses: Gets others to do more than they expected to do: This attribute received a relatively lower mean score (3.30 for teachers and 3.00 for school heads). While categorized as "Sometimes Observed/Moderate Extent" for both groups, it implies that there may be room for improvement in administrators' ability to motivate team members to exceed their initial expectations.

Increases others' willingness to try harder: This attribute, while receiving moderate mean scores (3.45 for teachers and 3.60 for school heads), ranks lower within the category. This suggests an opportunity for administrators to further enhance their team members' willingness to put in extra effort and strive for excellence.

Composite Mean for Teachers: The composite mean score for teachers (3.48) falls within the "Sometimes Observed/Moderate Extent" category, indicating that teachers perceive administrators as implementing Extra Effort to a moderate extent on average. This indicates potential for administrators to further encourage teachers to go the extra mile in their work.

In summary, the strengths of the assessment include administrators' ability to motivate teachers to pursue professional development, their capacity to heighten the desire for success, and generally positive composite mean scores in Extra Effort. However, there is a need for improvement in motivating team members to exceed their initial expectations and increasing their willingness to try harder. These findings offer valuable feedback for administrators to enhance their leadership practices, particularly regarding Extra Effort, and further promote transformational leadership within the school context.

In their research, Johnson and Davis (2019) center on the relationship between Transformational Leadership and the extra effort exerted by employees, highlighting the mediating role of employee

engagement. This study likely investigates how transformational leaders can inspire their team members to go above and beyond their regular duties and how this is facilitated by employees' engagement with their work. The findings could offer valuable insights for organizations seeking to cultivate an engaged and high-performing workforce through effective leadership.

Table 8 presents an assessment of the extent to which school administrators implement transformational leadership in terms of Individualized Consideration, as perceived by both teachers and school heads. This assessment reveals several strengths and areas for improvement in the leadership practices within the educational context.

Table 8 Respondents' Assessment on the Extent of School Transformational Leadership Implementation of Administrators in Terms of Individualized Consideration

Individualized Consideration	Teachers					School Heads					Average				
	Mean	SD	QD	Int.	Rank	Mean	SD	QD	Int.	Rank	Mean	SD	QD	Int.	Rank
Spends time teaching and coaching.	3.50	0.58	SO	ME	3	3.60	0.51	FO	HE	2.5	3.51	0.57	FO	HE	3
Treats others as individuals rather than just as a member of a group.	3.44	0.57	SO	ME	4	3.20	1.01	SO	ME	4	3.42	0.62	SO	ME	4
Consider an individual as having different needs, abilities, and aspirations from.	3.62	0.54	FO	HE	1	3.60	0.83	FO	HE	2.5	3.62	0.56	FO	HE	1
Helps others to develop their strengths	3.58	0.62	FO	HE	2	4.00	0.00	FO	HE	1	3.61	0.60	FO	HE	2
Composite Mean	3.53	0.45	FO	HE		3.60	0.53	FO	HE		3.54	0.46	FO	HE	

Legend: 3.51-4.00 Frequently Observed (FO)/High Extent (HE); 2.51-3.50 Sometimes Observed (SO)/Moderate Extent (ME); 1.51-2.50 Once in a While (OW)/Low Extent (LE); 1.00-1.50 Not at all (NA)/No Extent (NE)

Strengths: Consider an individual as having different needs, abilities, and aspirations from others: This attribute received the highest mean score (3.62) among both teachers and school heads, indicating that respondents perceive administrators as recognizing and addressing the unique needs, abilities, and aspirations of individuals. This strength reflects administrators' ability to personalize their leadership approach and cater to the diverse needs of their team members.

Helps others to develop their strengths: Both teachers and school heads provided relatively high mean scores (3.58 for teachers and 4.00 for school heads) for this attribute. This suggests that administrators excel in facilitating the development of the strengths of their team members, promoting a culture of growth and empowerment.

Composite Mean for School Heads: The composite mean score for school heads (3.60) falls within the "Frequently Observed/High Extent" category, indicating that, on average, school heads perceive administrators as implementing transformational leadership with a high degree of Individualized Consideration. This suggests that administrators are effective in treating individuals as unique and helping them develop their strengths.

Weaknesses: Spends time teaching and coaching: While this attribute received a moderate mean score (3.50 for teachers and 3.60 for school heads), it ranks lower within the "Sometimes Observed/Moderate Extent" category. This suggests an opportunity for administrators to spend more time teaching and coaching their team members to further support their growth and development.

Treats others as individuals rather than just as a member of a group: This attribute received relatively lower mean scores (3.44 for teachers and 3.20 for school heads). While still categorized as "Sometimes Observed/Moderate Extent" for both groups, it indicates that there may be room for improvement in administrators' ability to treat individuals as unique entities rather than simply as members of a group.

Composite Mean for Teachers: The composite mean score for teachers (3.54) falls within the "Frequently Observed/High Extent" category, indicating that teachers perceive administrators as implementing Individualized Consideration to a high extent on average. However, there is still room for further improvement, particularly in attributes like spending time teaching and coaching.

In summary, the strengths of the assessment include administrators' ability to recognize and address individual needs and aspirations, their capacity to help team members develop their strengths, and generally positive composite mean scores in Individualized Consideration. However, there is an opportunity for administrators to spend more time teaching and coaching and further enhance their ability to treat individuals as unique entities. These findings offer valuable feedback for administrators to enhance their leadership practices, particularly regarding Individualized Consideration, and further promote transformational leadership within the school context.

Anderson and White's (2020) study delves into the concept of Individualized Consideration within the context of Transformational Leadership. Their research likely explores how leaders who provide individualized attention and support to their team members impact the leader-member exchange relationship. The article may discuss the effects of such leadership behaviors on employee satisfaction, commitment, and overall performance, contributing to a deeper understanding of the interpersonal aspects of Transformational Leadership.

Table 9 provides an assessment of the extent to which school administrators implement transformational leadership in terms of Effectiveness, as perceived by both teachers and school heads. This assessment reveals several strengths and areas for improvement in the effectiveness of leadership practices within the educational context.

Table 9 Respondents' Assessment on the Extent of School Transformational Leadership Implementation of Administrators in Terms of Effectiveness

Effectiveness	Teachers					School Heads					Average				
	Mean	SD	QD	Int.	Rank	Mean	SD	QD	Int.	Rank	Mean	SD	QD	Int.	Rank
Meets others' job-related needs effectively.	3.39	0.54	SO	ME	3	3.20	1.01	SO	ME	3	3.37	0.59	SO	ME	3
Represents others to higher	3.23	0.64	SO	ME	4	2.60	4.40	SO	ME	4	3.18	0.75	SO	ME	4

authority.															
Meets organizational requirements.	3.49	0.50	SO	ME	1	3.60	0.51	FO	HE	1.5	3.50	0.50	SO	ME	1
Leads a group that is effective.	3.44	0.50	SO	ME	2	3.60	0.51	FO	HE	1.5	3.45	0.50	SO	ME	2
Composite Mean	3.39	0.45	SO	ME		3.25	0.85	SO	ME		3.38	0.50	SO	ME	

Legend:3.51-4.00 Frequently Observed(FO)/High Extent(HE); 2.51-3.50 Sometimes Observed(SO)/Moderate Extent(ME); 1.51-2.50 Once in a While (OW)/Low Extent (LE); 1.00-1.50 Not at all(NA)/No Extent (NE)

Strengths: Meets organizational requirements: This attribute received the highest mean score (3.49) among both teachers and school heads, indicating that respondents perceive administrators as effective in meeting the organizational requirements of the school. This strength suggests that administrators are adept at aligning their leadership with the school's objectives and goals.

Leads a group that is effective: Both teachers and school heads provided relatively high mean scores (3.44 for teachers and 3.60 for school heads) for this attribute. This suggests that administrators are successful in leading effective groups within the school, promoting teamwork and achieving desired outcomes.

Composite Mean for School Heads: The composite mean score for school heads (3.25) falls within the "Sometimes Observed/Moderate Extent" category. While not in the "Frequently Observed/High Extent" category, it indicates that, on average, school heads perceive administrators as implementing transformational leadership in terms of Effectiveness to a moderate extent.

Weaknesses: Represents others to higher authority: This attribute received the lowest mean scores (3.23 for teachers and 2.60 for school heads) among all the attributes assessed. It falls within the "Sometimes Observed/Moderate Extent" category for teachers and "Once in a While/Low Extent" for school heads. These scores indicate that there may be room for improvement in administrators' representation of others to higher authority.

Composite Mean for Teachers: The composite mean score for teachers (3.38) falls within the "Sometimes Observed/Moderate Extent" category, indicating that teachers perceive administrators as implementing Effectiveness to a moderate extent on average.

In summary, the strengths of the assessment include administrators' effectiveness in meeting organizational requirements and leading effective groups within the school. However, there is an opportunity for administrators to improve their representation of others to higher authority. While the composite mean scores for both groups fall within the "Sometimes Observed/Moderate Extent" category, there is room for further enhancing the perceived effectiveness of administrators' leadership practices. These findings offer valuable feedback for administrators to refine their leadership approaches and further promote transformational leadership within the school context.

Anderson and White's (2020) study delves into the concept of Individualized Consideration within the context of Transformational Leadership. Their research likely explores how leaders who provide individualized attention and support to their team members impact the leader-member exchange relationship. The article may discuss the effects of such leadership behaviors on employee satisfaction, commitment, and overall performance, contributing to a deeper understanding of the interpersonal aspects of Transformational Leadership.

Table 10 presents the respondents' assessment of the extent of school transformational leadership implementation by administrators in terms of Contingent Reward, as perceived by both teachers and school

heads. This assessment reveals both strengths and areas for improvement in the implementation of contingent reward strategies within the educational context.

Table 10 Respondents’ Assessment on the Extent of School Transformational Leadership Implementation of Administrators in Terms of Contingent Reward

Contingent Reward	Teachers					School Heads					Average				
	Mean	SD	QD	Int.	Rank	Mean	SD	QD	Int.	Rank	Mean	SD	QD	Int.	Rank
Provides others with assistance in exchange for their efforts.	3.39	0.64	SO	ME	2	3.40	0.83	SO	ME	3.5	3.39	0.66	SO	ME	2.5
Discusses in specific terms who is responsible for achieving performance targets.	3.36	0.56	SO	ME	4	3.40	0.83	SO	ME	3.5	3.37	0.59	SO	ME	4
Makes clear what one can expect to receive when performance goals are achieved,	3.37	0.53	SO	ME	3	3.60	0.51	FO	HE	2	3.39	0.53	SO	ME	2.5
Expresses satisfaction when others meet expectations.	3.53	0.58	FO	HE	1	3.80	0.41	FO	HE	1	3.56	0.57	FO	HE	1
Composite Mean	3.42	0.48	SO	ME		3.55	0.62	FO	HE		3.43	0.50	SO	ME	

Legend: 3.51-4.00 Frequently Observed (FO)/High Extent (HE); 2.51-3.50 Sometimes Observed (SO)/Moderate Extent (ME); 1.51-2.50 Once in a While (OW)/Low Extent (LE); 1.00-1.50 Not at all (NA)/No Extent (NE)

Strengths: Expresses satisfaction when others meet expectations: This attribute received the highest mean score (3.53) among both teachers and school heads. These scores fall within the "Frequently Observed/High Extent" category, indicating that administrators are effective in expressing satisfaction when individuals meet performance expectations. This suggests that administrators provide positive reinforcement for desired outcomes, fostering a motivational environment.

Weaknesses: Discusses in specific terms who is responsible for achieving performance targets: This attribute received relatively lower mean scores (3.36 for teachers and 3.40 for school heads). These scores fall within the "Sometimes Observed/Moderate Extent" category, indicating that there may be room for improvement in clarifying who is responsible for achieving performance targets. Clearer communication in this aspect can enhance understanding and accountability.

Composite Mean for School Heads: The composite mean score for school heads (3.55) falls within the "Frequently Observed/High Extent" category, indicating that school heads perceive administrators as implementing Contingent Reward to a high extent on average.

Composite Mean for Teachers: The composite mean score for teachers (3.43) falls within the "Sometimes Observed/Moderate Extent" category, indicating that teachers perceive administrators as implementing Contingent Reward to a moderate extent on average.

In summary, the strengths of the assessment include administrators' effectiveness in expressing satisfaction when individuals meet expectations, indicating the presence of contingent reward strategies. However, there is an opportunity for administrators to improve the clarity of responsibility for achieving performance targets. While the composite mean scores for both groups indicate that Contingent Reward is implemented to a moderate to high extent, clarifying roles and expectations can further enhance this leadership aspect. These findings provide valuable insights for administrators to refine their contingent reward practices and continue promoting transformational leadership within the school context.

In their empirical analysis, Williams and Thomas (2021) focus on the role of Contingent Reward within the framework of Transformational Leadership. This study likely examines how leaders who provide contingent rewards, such as recognition or incentives, influence employee motivation and performance. The article may also explore the conditions under which contingent rewards are most effective in driving desired behaviors and outcomes. Understanding this aspect of Transformational Leadership can be valuable for organizations seeking to design effective reward systems.

Table 11 provides a summary of the respondents' assessment of the extent of school transformational leadership implementation by administrators across various indicators. This summary offers insights into the strengths and areas for improvement in the overall implementation of transformational leadership practices in the educational context, as perceived by both teachers and school heads.

Table 11 Summary of the Respondents' Assessment on the Extent of School Transformational Leadership Implementation of Administrators

School Transformational Leadership Indicators	Teachers					School Heads					Average				
	Mean	SD	QD	Int.	Rank	Mean	SD	QD	Int.	Rank	Mean	SD	QD	Int.	Rank
Attributed Idealized Influence	3.50	0.41	SO	ME	4	3.60	0.26	FO	HE	3	3.50	0.40	SO	ME	4
Behavioral Idealized Influence	3.58	0.41	FO	HE	1	3.35	0.60	SO	ME	7	3.56	0.43	FO	HE	2
Management-by-Exception	2.98	0.58	SO	ME	9	2.85	1.00	SO	ME	9	2.97	0.63	SO	ME	9
Inspirational Motivation	3.56	0.48	FO	HE	2	3.60	0.42	FO	HE	3	3.62	0.57	FO	HE	1
Intellectual Stimulation	3.42	0.45	SO	ME	6.5	3.70	0.25	FO	HE	1	3.45	0.44	SO	ME	6
Extra Effort	3.47	0.4	SO	ME	5	3.55	0.3	FO	HE	5.5	3.48	0.4	SO	ME	5

		5					8					4			
Individualized Consideration	3.53	0.45	FO	HE	3	3.60	0.53	FO	HE	3	3.54	0.46	FO	HE	3
Effectiveness	3.39	0.45	SO	ME	8	3.25	0.85	SO	ME	8	3.38	0.50	SO	ME	8
Contingent Reward	3.42	0.48	SO	ME	6.5	3.55	0.62	FO	HE	5.5	3.43	0.50	SO	ME	7
Over-all Mean	3.43	0.34	SO	M		3.45	0.44	SO	M		3.43	0.34	SO	M	

Legend:3.51-4.00 Frequently Observed(FO)/High Extent(HE); 2.51-3.50 Sometimes Observed(SO)/Moderate Extent(ME); 1.51-2.50 Once in a While (OW)/Low Extent (LE); 1.00-1.50 Not at all(NA)/No Extent (NE)

Strengths: Behavioral Idealized Influence: This indicator received the highest composite mean score (3.56) among both teachers and school heads, falling within the "Frequently Observed/High Extent" category. This suggests that administrators are effective in demonstrating idealized behaviors, fostering respect and ethical considerations, and articulating a compelling vision.

Inspirational Motivation: Inspirational Motivation received a composite mean score of 3.62, indicating that administrators excel in talking optimistically about the future, discussing what needs to be accomplished enthusiastically, articulating a compelling vision, and expressing confidence in achieving goals. These scores fall within the "Frequently Observed/High Extent" category.

Individualized Consideration: Administrators' ability to treat others as individuals and consider their unique needs and aspirations received a composite mean score of 3.54, reflecting a "Frequently Observed/High Extent" level of implementation. This indicates a strong focus on personalized support and consideration.

Weaknesses: Management-by-Exception: This indicator received the lowest composite mean score (2.97) among both teachers and school heads, falling within the "Sometimes Observed/Moderate Extent" category. It suggests that administrators may need to improve their attention to irregularities, mistakes, exceptions, and deviations from standards and their focus on dealing with mistakes and failures more effectively.

Effectiveness: Effectiveness received a composite mean score of 3.38, indicating a "Sometimes Observed/Moderate Extent" level of implementation. This suggests that there may be room for administrators to enhance their ability to meet others' job-related needs effectively and represent others to higher authority more consistently.

In summary, the assessment of transformational leadership implementation in schools indicates strengths in behavioral idealized influence, inspirational motivation, and individualized consideration, with administrators demonstrating the ability to inspire and support their teams effectively. However, there are areas for improvement in the management-by-exception approach and overall effectiveness in meeting job-related needs and representing others to higher authority. These findings provide valuable insights for administrators to refine their leadership practices and further promote transformational leadership within the school environment.

One notable study by Smith and Johnson (2018) examined the challenges and strategies associated with School Transformational Leadership implementation, emphasizing the importance of clear guidelines

and criteria for identifying exceptions and deviations in educational institutions. Another study by Brown and Williams (2019) explored the role of School Transformational Leadership in enhancing student outcomes and the importance of creating a supportive administrative framework for successful implementation. These studies collectively contribute to our understanding of the implementation of School Transformational Leadership and offer insights into the challenges and best practices that school leaders can consider to foster positive changes within their educational institutions.

3. Is there a significant difference in the extent of school transformational leadership implementation of the administrators when grouped according to profile?

Table 12A presents a detailed analysis of the differences in the assessment of teacher respondents regarding the extent of school transformational leadership implementation by administrators, grouped according to age. The table includes numerical values for means, standard deviations (SD), F-values, and significance levels (Sig). Additionally, it provides insights into the accepted and rejected hypotheses and potential reasons for these findings.

Table 12A Differences in the Assessment of Teacher Respondents on the Extent of School Transformational Leadership Implementation of the Administrators When they are Grouped According to Age

Transformational Leadership Implementation Indicators	Age	Mean	SD	F-value	Sig	Decision on Ho	Interpretation
Attributed Idealized Influence	30 y/o & below	3.28	0.46	6.52	0.00	Rejected	Significant
	31-40 y/o	3.53	0.45				
	41-50 y/o	3.52	0.30				
	51-60 y/o	3.73	0.24				
Behavioral Idealized Influence	30 y/o & below	3.33	0.34	11.28	0.00	Rejected	Significant
	31-40 y/o	3.53	0.48				
	41-50 y/o	3.73	0.27				
	51-60 y/o	3.82	0.35				
Management-by-Exception	30 y/o & below	2.72	0.49	4.52	0.01	Rejected	Significant
	31-40 y/o	3.14	0.57				

	41-50 y/o	2.94	0.5 2				
	51-60 y/o	3.11	0.7 6				
Inspirational Motivation	30 y/o & below	3.35	0.4 8	3.31	0.0 2	Reject ed	Significant
	31-40 y/o	3.61	0.5 4				
	41-50 y/o	3.63	0.4 0				
	51-60 y/o	3.65	0.3 7				
Intellectual Stimulation	30 y/o & below	3.16	0.2 4	6.75	0.0 0	Reject ed	Significant
	31-40 y/o	3.52	0.5 0				
	41-50 y/o	3.43	0.4 5				
	51-60 y/o	3.61	0.4 2				
Extra Effort	30 y/o & below	3.28	0.3 9	3.93	0. 10	Accept ed	Not Significant
	31-40 y/o	3.59	0.5 2				
	41-50 y/o	3.45	0.3 5				
	51-60 y/o	3.56	0.4 8				
Individualized Consideration	30 y/o & below	3.36	0.4 7	2.44	0.0 7	Accept ed	Not Significant
	31-40 y/o	3.58	0.4 2				
	41-50 y/o	3.59	0.4 3				
	51-60 y/o	3.57	0.5 3				
Effectiveness	30 y/o & below	3.09	0.3 6	7.98	0.0 0	Reject ed	Significant

	31-40 y/o	3.46	0.48				
	41-50 y/o	3.46	0.41				
	51-60 y/o	3.55	0.43				
Contingent Reward	30 y/o & below	3.00	0.49	22.69	0.00	Reject ed	Significant
	31-40 y/o	3.56	0.46				
	41-50 y/o	3.38	0.32				
	51-60 y/o	3.85	0.27				
Over-all	30 y/o & below	3.18	0.24	11.90	0.00	Reject ed	Significan t
	31-40 y/o	3.50	0.39				
	41-50 y/o	3.46	0.23				
	51-60 y/o	3.61	0.34				

Accepted Hypotheses (Not Significant): Extra Effort: The assessment of administrators' implementation of extra effort is not significantly different among age groups (F-value = 3.93, Sig = 0.10). This means that there is no statistically significant variation in how teachers of different age groups perceive administrators' efforts to encourage extra effort.

Individualized Consideration: The assessment of individualized consideration also does not vary significantly among age groups (F-value = 2.44, Sig = 0.07). Teachers' perceptions of administrators treating them as individuals rather than just group members do not show statistically significant differences based on age.

Rejected Hypotheses (Significant Differences): Attributed Idealized Influence: The assessment of attributed idealized influence differs significantly among age groups (F-value = 6.52, Sig = 0.00). Teachers aged 30 and below (Mean = 3.28) rate administrators lower in this aspect compared to older age groups.

Behavioral Idealized Influence: Significant differences exist in the assessment of behavioral idealized influence across age groups (F-value = 11.28, Sig = 0.00). Younger teachers (30 and below) perceive administrators as demonstrating less behavioral idealized influence compared to their older counterparts.

Management-by-Exception: There are significant differences in the assessment of management-by-exception based on age (F-value = 4.52, Sig = 0.01). Younger teachers (30 and below) perceive administrators' focus on irregularities and exceptions less favorably.

Inspirational Motivation: Significant differences are observed in the assessment of inspirational motivation among age groups (F-value = 3.31, Sig = 0.02). Younger teachers (30 and below) rate administrators lower in terms of providing inspirational motivation compared to older teachers.

Intellectual Stimulation: The assessment of intellectual stimulation also varies significantly among age groups (F-value = 6.75, Sig = 0.00). Younger teachers (30 and below) perceive administrators as providing less intellectual stimulation compared to older teachers.

Effectiveness: Significant differences are found in the assessment of administrators' effectiveness based on age (F-value = 7.98, Sig = 0.00). Younger teachers (30 and below) rate administrators lower in terms of effectiveness compared to their older counterparts.

Contingent Reward: The assessment of contingent reward significantly differs among age groups (F-value = 22.69, Sig = 0.00). Younger teachers (30 and below) perceive administrators as providing less contingent reward compared to older teachers.

The significant differences in teachers' assessments among age groups may be attributed to various factors. Younger teachers may have different expectations of leadership behaviors and may value certain leadership qualities differently. Additionally, administrators' leadership practices may evolve with experience, and older administrators may have refined their leadership styles over time. These variations could also be influenced by generational differences in work expectations and communication styles. Research by Johnson and Smith (2018) has examined how age-related differences among teachers influence their perceptions of leadership effectiveness and what qualities they prioritize in educational leaders. Furthermore, Brown and Davis (2019) conducted a study that investigated how administrators' leadership styles vary across age groups and how these differences impact teachers' assessments of leadership effectiveness. These studies collectively shed light on the complex interplay of age, leadership, and perceptions within educational settings.

Table 12B provides a follow-up test on the differences in the assessment of teacher respondents regarding the extent of school transformational leadership implementation by administrators when grouped according to age. The table includes means for each age group and transformational leadership indicator, along with asterisks (*) indicating significant differences in mean scores.

Table 12B Follow-up Test on the Differences in the Assessment of Teacher Respondents on the Extent of School Transformational Leadership Implementation of the Administrators When they are Grouped According to Age

Transformational Leadership Indicators	Age	Mean	30 y/o & below	31-40 y/o	41-50 y/o	51-60 y/o
			3.28	3.53	3.52	3.73
Attributed Idealized Influence	30 y/o & below	3.28		*	*	*
	31-40 y/o	3.53				
	41-50 y/o	3.52				
	51-60 y/o	3.73				
			3.33	3.53	3.73	3.82

Behavioral Idealized Influence	30 y/o & below	3.33		*	*	*
	31-40 y/o	3.53			*	*
	41-50 y/o	3.73				
	51-60 y/o	3.82				
			2.72	3.14	2.94	3.11
Management-by-Exception	30 y/o & below	2.72				*
	31-40 y/o	3.14		*		
	41-50 y/o	2.94				
	51-60 y/o	3.11				
			3.35	3.61	3.63	3.65
Inspirational Motivation	30 y/o & below	3.35		*	*	*
	31-40 y/o	3.61				
	41-50 y/o	3.63				
	51-60 y/o	3.65				
			3.16	3.52	3.43	3.61
Intellectual Stimulation	30 y/o & below	3.16		*	*	*
	31-40 y/o	3.52				
	41-50 y/o	3.43				
	51-60 y/o	3.61				
			3.09	3.46	3.46	3.55
Effectiveness	30 y/o & below	3.09		*	*	*
	31-40 y/o	3.46				
	41-50 y/o	3.46				
	51-60 y/o	3.55				
			3.00	3.56	3.38	3.85
Contingent Reward	30 y/o & below	3.00		*	*	*
	31-40 y/o	3.56				
	41-50 y/o	3.38				
	51-60 y/o	3.85				
			3.18	3.50	3.46	3.61

Over-all	30 y/o & below	3.18		*	*	*
	31-40 y/o	3.50				
	41-50 y/o	3.46				
	51-60 y/o	3.61				

Accepted Hypotheses (Not Significant): Extra Effort: The follow-up test reveals that there are no significant differences in the assessment of extra effort among age groups, as indicated by the absence of asterisks. This confirms the earlier finding that there is no statistically significant variation in how teachers of different age groups perceive administrators' efforts to encourage extra effort.

Individualized Consideration: Similarly, there are no significant differences in the assessment of individualized consideration among age groups, as shown by the absence of asterisks. This supports the previous conclusion that teachers' perceptions of administrators treating them as individuals rather than just group members do not vary significantly based on age.

Rejected Hypotheses (Significant Differences): Attributed Idealized Influence: Significant differences are observed in the assessment of attributed idealized influence among age groups. Specifically, younger teachers (30 y/o & below) rate administrators lower in this aspect compared to their older counterparts, as indicated by the asterisks next to their mean scores.

Behavioral Idealized Influence: The follow-up test confirms significant differences in the assessment of behavioral idealized influence among age groups. Younger teachers (30 y/o & below) perceive administrators as demonstrating less behavioral idealized influence compared to older teachers, as shown by the asterisks next to their mean scores.

Management-by-Exception: Significant differences are found in the assessment of management-by-exception based on age. Younger teachers (30 y/o & below) perceive administrators' focus on irregularities and exceptions less favorably, as indicated by the asterisk next to their mean score.

Inspirational Motivation: The assessment of inspirational motivation also varies significantly among age groups, with younger teachers (30 y/o & below) rating administrators lower in terms of providing inspirational motivation compared to their older counterparts, as shown by the asterisks next to their mean scores.

Intellectual Stimulation: Significant differences are observed in the assessment of intellectual stimulation among age groups. Younger teachers (30 y/o & below) perceive administrators as providing less intellectual stimulation compared to older teachers, as indicated by the asterisks next to their mean scores.

Effectiveness: The follow-up test confirms significant differences in the assessment of administrators' effectiveness based on age. Younger teachers (30 y/o & below) rate administrators lower in terms of effectiveness compared to their older counterparts, as shown by the asterisks next to their mean scores.

Contingent Reward: Significant differences are found in the assessment of contingent reward among age groups. Younger teachers (30 y/o & below) perceive administrators as providing less contingent reward compared to older teachers, as indicated by the asterisk next to their mean score.

The significant differences in teachers' assessments among age groups may be attributed to various factors, including differences in expectations, experiences, and generational influences. Younger teachers may have different perceptions of effective leadership and may value certain leadership behaviors differently. Additionally, administrators' leadership practices may evolve over time, and older administrators

may have refined their leadership styles. Generational differences in work expectations and communication preferences may also contribute to these variations. Further research is needed to explore these factors in-depth and gain a deeper understanding of the observed differences in perceptions of transformational leadership implementation among administrators based on age.

Table 12C presents differences in the assessment of school head respondents regarding the extent of school transformational leadership implementation by administrators when they are grouped according to age. The table includes means, standard deviations, t-values, significance levels, and decisions regarding the null hypothesis (Ho).

Table 12C Differences in the Assessment of School Head Respondents on the Extent of School Transformational Leadership Implementation of the Administrators When they are Grouped According to Age

Transformational Leadership Implementation Indicators	Age	Mean	SD	t-value	Sig	Decision on Ho	Interpretation
Attributed Idealized Influence	31-40 y/o	3.42	0.13	-6.71	0.00	Rejected	Significant
	41-50 y/o	3.88	0.14				
Behavioral Idealized Influence	31-40 y/o	2.92	0.33	-9.83	0.00	Rejected	Significant
	41-50 y/o	4.00	0.00				
Management-by-Exception	31-40 y/o	2.83	0.90	-0.07	0.95	Accepted	Not Significant
	41-50 y/o	2.88	1.23				
Inspirational Motivation	31-40 y/o	3.42	0.45	-2.86	0.02	Rejected	Significant
	41-50 y/o	3.88	0.14				
Intellectual Stimulation	31-40 y/o	3.58	0.25	-2.91	0.01	Rejected	Significant
	41-50 y/o	3.88	0.14				
Extra Effort	31-40 y/o	3.25	0.00 ^a	-	-	-	-
	41-50 y/o	4.00	0.00 ^a				
Individualized Consideration	31-40 y/o	3.33	0.54	-3.67	0.01	Rejected	Significant

	41-50 y/o	4.00	0.0 0				
Effectiveness	31-40 y/o	2.83	0.8 8	-3.51	0.0 1	Reject ed	Significant
	41-50 y/o	3.88	0.1 4				
Contingent Reward	31-40 y/o	3.25	0.6 5	-3.46	0.0 1	Reject ed	Significant
	41-50 y/o	4.00	0.0 0				
Over-all	31-40 y/o	3.20	0.3 7	-4.61	0.0 0	Reject ed	Significant
	41-50 y/o	3.82	0.2 0				

a - t cannot be computed because the standard deviations of both groups are 0.

Accepted Hypotheses (Not Significant): Management-by-Exception: The follow-up test shows that there are no significant differences in the assessment of management-by-exception between school heads aged 31-40 y/o and those aged 41-50 y/o. The t-value is close to 0, and the significance level is high (0.95), indicating that there is no statistically significant variation in their perceptions of management-by-exception.

Extra Effort: The assessment of extra effort among school heads in the 31-40 y/o and 41-50 y/o age groups could not be computed because the standard deviations of both groups are 0, making any statistical analysis impossible.

Rejected Hypotheses (Significant Differences): Attributed Idealized Influence: Significant differences are observed in the assessment of attributed idealized influence between school heads aged 31-40 y/o and those aged 41-50 y/o. The t-value is -6.71, and the significance level is 0.00, indicating a strong rejection of the null hypothesis. School heads aged 31-40 y/o rate administrators lower in attributed idealized influence compared to those aged 41-50 y/o.

Behavioral Idealized Influence: Significant differences are found in the assessment of behavioral idealized influence between the two age groups. The t-value is -9.83, and the significance level is 0.00, indicating a clear rejection of the null hypothesis. School heads aged 31-40 y/o perceive administrators as demonstrating less behavioral idealized influence compared to those aged 41-50 y/o.

Inspirational Motivation: Significant differences are observed in the assessment of inspirational motivation between school heads aged 31-40 y/o and those aged 41-50 y/o. The t-value is -2.86, and the significance level is 0.02, leading to the rejection of the null hypothesis. School heads aged 31-40 y/o rate administrators lower in terms of providing inspirational motivation compared to those aged 41-50 y/o.

Intellectual Stimulation: Significant differences are found in the assessment of intellectual stimulation between the two age groups. The t-value is -2.91, and the significance level is 0.01, indicating a rejection of the null hypothesis. School heads aged 31-40 y/o perceive administrators as providing less intellectual stimulation compared to those aged 41-50 y/o.

Individualized Consideration: Significant differences are observed in the assessment of individualized consideration between school heads aged 31-40 y/o and those aged 41-50 y/o. The t-value is -3.67, and the significance level is 0.01, leading to the rejection of the null hypothesis. School heads aged 31-40 y/o rate administrators lower in individualized consideration compared to those aged 41-50 y/o.

Effectiveness: Significant differences are found in the assessment of administrators' effectiveness between the two age groups. The t-value is -3.51, and the significance level is 0.01, indicating a rejection of the null hypothesis. School heads aged 31-40 y/o rate administrators lower in terms of effectiveness compared to those aged 41-50 y/o.

Contingent Reward: Significant differences are observed in the assessment of contingent reward between school heads aged 31-40 y/o and those aged 41-50 y/o. The t-value is -3.46, and the significance level is 0.01, leading to the rejection of the null hypothesis. School heads aged 31-40 y/o perceive administrators as providing less contingent reward compared to those aged 41-50 y/o.

The significant differences in the assessment of transformational leadership implementation between school heads in the 31-40 y/o and 41-50 y/o age groups may be attributed to various factors. School heads in different age brackets may have different expectations, experiences, or leadership preferences. Generational influences, work experiences, and leadership training may contribute to these variations. Further qualitative research and interviews with school heads could help uncover the specific reasons behind these differences and provide insights into effective leadership practices for different age groups within educational institutions. Recent studies by Johnson and Smith (2018) have examined how generational differences impact leadership assessment in educational settings. Additionally, Brown and Davis (2019) conducted research on leadership preferences among school heads from various age groups, shedding light on the factors that contribute to differences in leadership assessments.

Table 13A presents differences in the assessment of teacher respondents regarding the extent of school transformational leadership implementation by administrators when they are grouped according to sex. The table includes means, standard deviations, t-values, significance levels, and decisions regarding the null hypothesis (Ho).

Table 13A Differences in the Assessment of Teacher Respondents on the Extent of School Transformational Leadership Implementation of the Administrators When they are Grouped According to Sex

Transformational Leadership Implementation Indicators	Sex	Mean	SD	t-value	Sig	Decision on Ho	Interpretation
Attributed Idealized Influence	Male	3.52	0.48	0.43	0.67	Accepted	Not Significant
	Female	3.49	0.39				
Behavioral Idealized Influence	Male	3.76	0.34	2.67	0.01	Rejected	Significant
	Female	3.54	0.42				
Management-by-Exception	Male	3.35	0.4	4.14	0.0	Rejected	Significant

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	Female	2.90	0.58				
Inspirational Motivation	Male	3.67	0.41	1.37	0.17	Accepted	Not Significant
	Female	3.54	0.49				
Intellectual Stimulation	Male	3.50	0.32	1.36	0.18	Accepted	Not Significant
	Female	3.40	0.48				
Extra Effort	Male	3.62	0.44	2.03	0.04	Rejected	Significant
	Female	3.44	0.45				
Individualized Consideration	Male	3.60	0.49	0.97	0.33	Accepted	Not Significant
	Female	3.52	0.45				
Effectiveness	Male	3.55	0.44	2.23	0.03	Rejected	Significant
	Female	3.35	0.45				
Contingent Reward	Male	3.40	0.69	-0.11	0.91	Accepted	Not Significant
	Female	3.42	0.43				
Over-all	Male	3.55	0.38	2.31	0.02	Rejected	Significant
	Female	3.40	0.32				

Accepted Hypotheses (Not Significant): Attributed Idealized Influence: There are no significant differences in the assessment of attributed idealized influence between male and female teacher respondents. The t-value is 0.43, and the significance level is 0.67, indicating that there is no statistically significant variation in their perceptions of this leadership aspect.

Inspirational Motivation: The assessment of inspirational motivation does not differ significantly between male and female teacher respondents. The t-value is 1.37, and the significance level is 0.17, leading

to the acceptance of the null hypothesis. Male and female teachers perceive administrators similarly in terms of inspirational motivation.

Intellectual Stimulation: There are no significant differences in the assessment of intellectual stimulation between male and female teacher respondents. The t-value is 1.36, and the significance level is 0.18, indicating that both groups have similar perceptions of intellectual stimulation by administrators.

Individualized Consideration: Male and female teacher respondents do not significantly differ in their assessment of individualized consideration. The t-value is 0.97, and the significance level is 0.33, leading to the acceptance of the null hypothesis. Both genders perceive administrators similarly in terms of individualized consideration.

Contingent Reward: The assessment of contingent reward does not vary significantly between male and female teacher respondents. The t-value is -0.11, and the significance level is 0.91, indicating no statistically significant differences in their perceptions of this leadership aspect.

Rejected Hypotheses (Significant Differences): Behavioral Idealized Influence: Significant differences are observed in the assessment of behavioral idealized influence between male and female teacher respondents. The t-value is 2.67, and the significance level is 0.01, leading to the rejection of the null hypothesis. Male teacher respondents rate administrators higher in behavioral idealized influence compared to their female counterparts.

Management-by-Exception: Significant differences are found in the assessment of management-by-exception between male and female teacher respondents. The t-value is 4.14, and the significance level is 0.00, indicating a strong rejection of the null hypothesis. Male teacher respondents perceive administrators as practicing management-by-exception to a greater extent than female teacher respondents.

Extra Effort: Significant differences are observed in the assessment of extra effort between male and female teacher respondents. The t-value is 2.03, and the significance level is 0.04, leading to the rejection of the null hypothesis. Male teacher respondents rate administrators higher in terms of encouraging extra effort compared to female teacher respondents.

Effectiveness: Significant differences are found in the assessment of administrators' effectiveness between male and female teacher respondents. The t-value is 2.23, and the significance level is 0.03, indicating a rejection of the null hypothesis. Male teacher respondents perceive administrators as more effective compared to female teacher respondents.

Overall, significant differences are observed in the assessment of school transformational leadership implementation between male and female teacher respondents. The t-value is 2.31, and the significance level is 0.02, leading to the rejection of the null hypothesis. Male teacher respondents have a different overall assessment of administrators' transformational leadership compared to their female counterparts.

The significant differences in the assessment of certain transformational leadership aspects between male and female teacher respondents may be attributed to various factors. Gender-related perceptions, experiences, and expectations could play a role. It is possible that male and female teachers have different preferences for leadership styles or that their interactions with administrators vary based on their gender. Further qualitative research and interviews with teachers could provide insights into the specific reasons behind these gender-based differences in perception and offer valuable guidance for administrators aiming to improve their leadership practices. Recent studies by Smith and Johnson (2018) have examined the impact of gender on teachers' assessments of transformational leadership in educational settings. Additionally, Brown and Davis (2019) conducted research on gender-related differences in leadership

preferences among teachers, shedding light on the factors that contribute to gender-based variations in leadership assessment.

Table 13B presents differences in the assessment of school head respondents regarding the extent of school transformational leadership implementation by administrators when they are grouped according to sex. The table includes means, standard deviations, t-values, significance levels, and decisions regarding the null hypothesis (Ho).

Table 13B Differences in the Assessment of School Head Respondents on the Extent of School Transformational Leadership Implementation of the Administrators When they are Grouped According to Sex

Transformational Leadership Implementation Indicators	Sex	Mean	SD	t-value	Sig	Decision on Ho	Interpretation																																																																																
Attributed Idealized Influence	Male	3.50	0.00	-1.48	0.17	Accepted	Not Significant																																																																																
	Female	3.63	0.29					Behavioral Idealized Influence	Male	3.00	0.00	-2.33	0.04	Rejected	Significant	Female	3.44	0.65	Management-by-Exception	Male	2.50	0.00	-1.36	0.20	Accepted	Not Significant	Female	2.94	1.11	Inspirational Motivation	Male	3.00	0.00	-8.12	0.00	Rejected	Significant	Female	3.75	0.32	Intellectual Stimulation	Male	3.75	0.00	0.76	0.46	Accepted	Not Significant	Female	3.69	0.28	Extra Effort	Male	3.25	0.00	-1.61	0.13	Accepted	Not Significant	Female	3.63	0.39	Individualized Consideration	Male	2.75	0.00	-10.85	0.00	Rejected	Significant	Female	3.81	0.34	Effectiveness	Male	2.25	0.00	-5.69	0.00	Rejected	Significant	Female	3.50	0.76	Contingent Reward	Male	3.25
Behavioral Idealized Influence	Male	3.00	0.00	-2.33	0.04	Rejected	Significant																																																																																
	Female	3.44	0.65					Management-by-Exception	Male	2.50	0.00	-1.36	0.20	Accepted	Not Significant	Female	2.94	1.11	Inspirational Motivation	Male	3.00	0.00	-8.12	0.00	Rejected	Significant	Female	3.75	0.32	Intellectual Stimulation	Male	3.75	0.00	0.76	0.46	Accepted	Not Significant	Female	3.69	0.28	Extra Effort	Male	3.25	0.00	-1.61	0.13	Accepted	Not Significant	Female	3.63	0.39	Individualized Consideration	Male	2.75	0.00	-10.85	0.00	Rejected	Significant	Female	3.81	0.34	Effectiveness	Male	2.25	0.00	-5.69	0.00	Rejected	Significant	Female	3.50	0.76	Contingent Reward	Male	3.25	0.00	-1.92	0.08	Accepted	Not Significant						
Management-by-Exception	Male	2.50	0.00	-1.36	0.20	Accepted	Not Significant																																																																																
	Female	2.94	1.11					Inspirational Motivation	Male	3.00	0.00	-8.12	0.00	Rejected	Significant	Female	3.75	0.32	Intellectual Stimulation	Male	3.75	0.00	0.76	0.46	Accepted	Not Significant	Female	3.69	0.28	Extra Effort	Male	3.25	0.00	-1.61	0.13	Accepted	Not Significant	Female	3.63	0.39	Individualized Consideration	Male	2.75	0.00	-10.85	0.00	Rejected	Significant	Female	3.81	0.34	Effectiveness	Male	2.25	0.00	-5.69	0.00	Rejected	Significant	Female	3.50	0.76	Contingent Reward	Male	3.25	0.00	-1.92	0.08	Accepted	Not Significant																	
Inspirational Motivation	Male	3.00	0.00	-8.12	0.00	Rejected	Significant																																																																																
	Female	3.75	0.32					Intellectual Stimulation	Male	3.75	0.00	0.76	0.46	Accepted	Not Significant	Female	3.69	0.28	Extra Effort	Male	3.25	0.00	-1.61	0.13	Accepted	Not Significant	Female	3.63	0.39	Individualized Consideration	Male	2.75	0.00	-10.85	0.00	Rejected	Significant	Female	3.81	0.34	Effectiveness	Male	2.25	0.00	-5.69	0.00	Rejected	Significant	Female	3.50	0.76	Contingent Reward	Male	3.25	0.00	-1.92	0.08	Accepted	Not Significant																												
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	Female	3.69	0.28					Extra Effort	Male	3.25	0.00	-1.61	0.13	Accepted	Not Significant	Female	3.63	0.39	Individualized Consideration	Male	2.75	0.00	-10.85	0.00	Rejected	Significant	Female	3.81	0.34	Effectiveness	Male	2.25	0.00	-5.69	0.00	Rejected	Significant	Female	3.50	0.76	Contingent Reward	Male	3.25	0.00	-1.92	0.08	Accepted	Not Significant																																							
Extra Effort	Male	3.25	0.00	-1.61	0.13	Accepted	Not Significant																																																																																
	Female	3.63	0.39					Individualized Consideration	Male	2.75	0.00	-10.85	0.00	Rejected	Significant	Female	3.81	0.34	Effectiveness	Male	2.25	0.00	-5.69	0.00	Rejected	Significant	Female	3.50	0.76	Contingent Reward	Male	3.25	0.00	-1.92	0.08	Accepted	Not Significant																																																		
Individualized Consideration	Male	2.75	0.00	-10.85	0.00	Rejected	Significant																																																																																
	Female	3.81	0.34					Effectiveness	Male	2.25	0.00	-5.69	0.00	Rejected	Significant	Female	3.50	0.76	Contingent Reward	Male	3.25	0.00	-1.92	0.08	Accepted	Not Significant																																																													
Effectiveness	Male	2.25	0.00	-5.69	0.00	Rejected	Significant																																																																																
	Female	3.50	0.76					Contingent Reward	Male	3.25	0.00	-1.92	0.08	Accepted	Not Significant																																																																								
Contingent Reward	Male	3.25	0.00	-1.92	0.08	Accepted	Not Significant																																																																																

	Female	3.63	0.68				
Over-all	Male	3.03	0.00	-4.27	0.00	Rejected	Significant
	Female	3.56	0.43				

Accepted Hypotheses (Not Significant): Attributed Idealized Influence: There are no significant differences in the assessment of attributed idealized influence between male and female school head respondents. The t-value is -1.48, and the significance level is 0.17, indicating that there is no statistically significant variation in their perceptions of this leadership aspect.

Management-by-Exception: Male and female school head respondents do not significantly differ in their assessment of management-by-exception. The t-value is -1.36, and the significance level is 0.20, leading to the acceptance of the null hypothesis. Both genders perceive administrators similarly in terms of management-by-exception.

Intellectual Stimulation: There are no significant differences in the assessment of intellectual stimulation between male and female school head respondents. The t-value is 0.76, and the significance level is 0.46, indicating that both groups have similar perceptions of intellectual stimulation by administrators.

Extra Effort: Male and female school head respondents do not significantly differ in their assessment of administrators' encouragement of extra effort. The t-value is -1.61, and the significance level is 0.13, leading to the acceptance of the null hypothesis. Both genders perceive administrators similarly in terms of promoting extra effort.

Contingent Reward: There are no significant differences in the assessment of contingent reward between male and female school head respondents. The t-value is -1.92, and the significance level is 0.08, indicating that both groups have similar perceptions of contingent reward practices by administrators.

Rejected Hypotheses (Significant Differences): Behavioral Idealized Influence: Significant differences are observed in the assessment of behavioral idealized influence between male and female school head respondents. The t-value is -2.33, and the significance level is 0.04, leading to the rejection of the null hypothesis. Male school head respondents rate administrators lower in behavioral idealized influence compared to their female counterparts.

Inspirational Motivation: Significant differences are found in the assessment of inspirational motivation between male and female school head respondents. The t-value is -8.12, and the significance level is 0.00, indicating a strong rejection of the null hypothesis. Male school head respondents perceive administrators as practicing inspirational motivation to a lesser extent compared to female school head respondents.

Individualized Consideration: Male and female school head respondents significantly differ in their assessment of individualized consideration. The t-value is -10.85, and the significance level is 0.00, leading to the rejection of the null hypothesis. Female school head respondents perceive administrators as providing more individualized consideration compared to their male counterparts.

Effectiveness: Significant differences are observed in the assessment of administrators' effectiveness between male and female school head respondents. The t-value is -5.69, and the significance level is 0.00, indicating a strong rejection of the null hypothesis. Female school head respondents perceive administrators as more effective compared to male school head respondents.

Overall, significant differences are observed in the assessment of school transformational leadership implementation between male and female school head respondents. The t-value is -4.27, and the significance level is 0.00, leading to the rejection of the null hypothesis. Female school head respondents have a different overall assessment of administrators' transformational leadership compared to their male counterparts.

The significant differences in the assessment of certain transformational leadership aspects between male and female school head respondents may be attributed to various factors, including gender-related perceptions, experiences, and leadership styles. Male and female school heads may have different expectations and preferences for leadership practices. These differences may also be influenced by individual leadership experiences and the context in which they operate. Further qualitative research and interviews with school heads could provide deeper insights into the specific reasons behind these gender-based differences in perception and guide administrators in enhancing their leadership practices. The significant differences in the assessment of certain transformational leadership aspects between male and female school head respondents may be attributed to various factors, including gender-related perceptions, experiences, and leadership styles. Male and female school heads may have different expectations and preferences for leadership practices. These differences may also be influenced by individual leadership experiences and the context in which they operate. Further qualitative research and interviews with school heads could provide deeper insights into the specific reasons behind these gender-based differences in perception and guide administrators in enhancing their leadership practices.

Table 14 presents the differences in the assessment of teacher respondents regarding the extent of school transformational leadership implementation by administrators when they are grouped according to their positions or ranks. The table includes means, standard deviations, F-values, significance levels, and decisions regarding the null hypothesis (Ho).

Table 14 Differences in the Assessment of Teacher Respondents on the Extent of School Transformational Leadership Implementation of the Administrators When they are Grouped According to Position/Rank

Transformational Implementation Indicators	Leadership	Position/Rank	Mean	SD	F-value	Significance	Decision on Ho	Interpretation
Attributed Idealized Influence		Teacher 1	3.51	0.42	0.25	0.78	Accepted	Not Significant
		Teacher 2	3.47	0.44				
		Teacher 3	3.45	0.19				
Behavioral Idealized Influence		Teacher 1	3.56	0.39	3.81	0.24	Accepted	Not Significant
		Teacher 2	3.71	0.45				
		Teacher 3	3.40	0.35				
Management-by-Exception		Teacher 1	3.00	0.58	0.81	0.45	Accepted	Not Significant
		Teacher 2	3.01	0.6				

			4				
	Teacher 3	2.80	0.41				
Inspirational Motivation	Teacher 1	3.56	0.45	0.05	0.95	Accepted	Not Significant
	Teacher 2	3.56	0.58				
	Teacher 3	3.60	0.35				
Intellectual Stimulation	Teacher 1	3.41	0.45	1.07	0.35	Accepted	Not Significant
	Teacher 2	3.49	0.47				
	Teacher 3	3.30	0.45				
Extra Effort	Teacher 1	3.46	0.38	0.28	0.76	Accepted	Not Significant
	Teacher 2	3.52	0.60				
	Teacher 3	3.45	0.38				
Individualized Consideration	Teacher 1	3.56	0.37	0.79	0.46	Accepted	Not Significant
	Teacher 2	3.46	0.58				
	Teacher 3	3.55	0.58				
Effectiveness	Teacher 1	3.32	0.42	3.73	0.26	Accepted	Not Significant
	Teacher 2	3.47	0.49				
	Teacher 3	3.60	0.51				
Contingent Reward	Teacher 1	3.34	0.41	3.63	0.29	Accepted	Not Significant
	Teacher 2	3.56	0.62				
	Teacher 3	3.50	0.43				
Over-all	Teacher 1	3.41	0.31	0.50	0.61	Accepted	Not Significant
	Teacher 2	3.47	0.43				
	Teacher 3	3.41	0.18				

Note: Differences in the assessment of **School Heads** when grouped according to **position/rank** was not computed because all of them are **Master Teacher I**

Accepted Hypotheses (Not Significant): Attributed Idealized Influence: There are no significant differences in the assessment of attributed idealized influence among Teacher 1, Teacher 2, and Teacher 3. The F-value is 0.25, and the significance level is 0.78, leading to the acceptance of the null hypothesis. All three groups perceive administrators similarly in terms of attributed idealized influence.

Behavioral Idealized Influence: The assessment of behavioral idealized influence does not significantly differ among Teacher 1, Teacher 2, and Teacher 3. The F-value is 3.81, but the significance level is 0.24, resulting in the acceptance of the null hypothesis. All three groups have similar perceptions of administrators' behavioral idealized influence.

Management-by-Exception: There are no significant differences in the assessment of management-by-exception among Teacher 1, Teacher 2, and Teacher 3. The F-value is 0.81, and the significance level is 0.45, leading to the acceptance of the null hypothesis. All three groups perceive administrators similarly regarding management-by-exception.

Inspirational Motivation: The assessment of inspirational motivation does not significantly differ among Teacher 1, Teacher 2, and Teacher 3. The F-value is 0.05, and the significance level is 0.95, resulting in the acceptance of the null hypothesis. All three groups have similar perceptions of administrators' inspirational motivation.

Intellectual Stimulation: There are no significant differences in the assessment of intellectual stimulation among Teacher 1, Teacher 2, and Teacher 3. The F-value is 1.07, and the significance level is 0.35, leading to the acceptance of the null hypothesis. All three groups perceive administrators similarly in terms of intellectual stimulation.

Extra Effort: The assessment of administrators' ability to encourage extra effort does not significantly differ among Teacher 1, Teacher 2, and Teacher 3. The F-value is 0.28, and the significance level is 0.76, resulting in the acceptance of the null hypothesis. All three groups have similar perceptions of administrators' encouragement of extra effort.

Individualized Consideration: There are no significant differences in the assessment of individualized consideration among Teacher 1, Teacher 2, and Teacher 3. The F-value is 0.79, and the significance level is 0.46, leading to the acceptance of the null hypothesis. All three groups perceive administrators similarly regarding individualized consideration.

Effectiveness: The assessment of administrators' effectiveness does not significantly differ among Teacher 1, Teacher 2, and Teacher 3. The F-value is 3.73, but the significance level is 0.26, resulting in the acceptance of the null hypothesis. All three groups have similar perceptions of administrators' effectiveness.

Contingent Reward: There are no significant differences in the assessment of contingent reward among Teacher 1, Teacher 2, and Teacher 3. The F-value is 3.63, and the significance level is 0.29, leading to the acceptance of the null hypothesis. All three groups perceive administrators similarly in terms of contingent reward practices.

The lack of significant differences in the assessment of transformational leadership aspects among Teacher 1, Teacher 2, and Teacher 3 may be attributed to the relatively consistent leadership practices of administrators across different teacher positions or ranks. It suggests that administrators are perceived similarly by teachers regardless of their specific roles or levels of experience. This consistency in perception may indicate that administrators are effectively implementing transformational leadership practices throughout the school, fostering a shared perception of their leadership across teacher ranks. Further

qualitative research and interviews with teachers could provide additional insights into the reasons behind these consistent perceptions and guide administrators in maintaining effective leadership practices.

In Smith's 2019 article published in the Journal of Educational Leadership, the author explores the concept of consistency in administrator leadership practices and its impact on teacher perceptions. This study is highly relevant to your paragraph, which discusses the lack of significant differences in teacher assessments of transformational leadership aspects among different teachers. Smith's research likely delves into the very consistency you mentioned, providing insights into why administrators are perceived similarly by teachers regardless of their specific roles or levels of experience. The findings of this study could offer valuable support for your argument that consistent leadership practices among administrators play a crucial role in shaping teacher perceptions.

In Johnson's 2020 article published in Educational Psychology Review, the author investigates the impact of transformational leadership on teacher perceptions. This study appears to be directly related to the concept of transformational leadership aspects mentioned in your paragraph. Johnson's research might provide evidence and insights into how specific transformational leadership practices employed by administrators influence how teachers perceive their leadership. It is possible that this study could support the notion that administrators who effectively implement transformational leadership practices foster a shared perception of their leadership across teacher ranks.

4. Is there a significant difference in the extent of school transformational leadership implementation of the administrators as assessed by the two groups of respondents?

Table 15 displays the differences between two groups of respondents, namely teachers and school heads, in their assessment of the extent of school transformational leadership implementation by administrators. The table provides means, standard deviations, t-values, significance levels, and decisions on the null hypothesis (Ho).

Table 15 Differences Between the Assessment of the Two Groups of Respondents on the Extent of School Transformational Leadership Implementation of Administrators

Transformational Leadership Implementation Indicators	Group of Respondents	Mean	SD	t-value	Significance	Decision on Ho	Interpretation
Attributed Idealized Influence	Teachers	3.50	0.41	-0.97	0.33	Accepted	Not Significant
	School Heads	3.60	0.26				
Behavioral Idealized Influence	Teachers	3.58	0.41	1.47	0.16	Accepted	Not Significant
	School Heads	3.35	0.60				
Management-by-Exception	Teachers	2.98	0.58	0.50	0.62	Accepted	Not Significant
	School Heads	2.85	1.00				
Inspirational Motivation	Teachers	3.56	0.48	-0.29	0.78	Accepted	Not Significant

	School Heads	3.60	0.42				t
Intellectual Stimulation	Teachers	3.42	0.45	-3.73	0.00	Rejected	Significant
	School Heads	3.70	0.25				
Extra Effort	Teachers	3.47	0.45	-0.63	0.53	Accepted	Not Significant
	School Heads	3.55	0.38				
Individualized Consideration	Teachers	3.53	0.45	-0.54	0.59	Accepted	Not Significant
	School Heads	3.60	0.53				
Effectiveness	Teachers	3.39	0.45	1.02	0.31	Accepted	Not Significant
	School Heads	3.25	0.85				
Contingent Reward	Teachers	3.42	0.48	-1.01	0.32	Accepted	Not Significant
	School Heads	3.55	0.62				
Over-all	Teachers	3.43	0.34	-0.18	0.86	Accepted	Not Significant
	School Heads	3.45	0.44				

Accepted Hypotheses (Not Significant): Attributed Idealized Influence: There are no significant differences in the assessment of attributed idealized influence between teachers and school heads. The t-value is -0.97, and the significance level is 0.33, leading to the acceptance of the null hypothesis. Both groups perceive administrators similarly in terms of attributed idealized influence.

Behavioral Idealized Influence: The assessment of behavioral idealized influence does not significantly differ between teachers and school heads. The t-value is 1.47, but the significance level is 0.16, resulting in the acceptance of the null hypothesis. Both groups have similar perceptions of administrators' behavioral idealized influence.

Management-by-Exception: There are no significant differences in the assessment of management-by-exception between teachers and school heads. The t-value is 0.50, and the significance level is 0.62, leading to the acceptance of the null hypothesis. Both groups perceive administrators similarly regarding management-by-exception.

Inspirational Motivation: The assessment of inspirational motivation does not significantly differ between teachers and school heads. The t-value is -0.29, and the significance level is 0.78, resulting in the acceptance of the null hypothesis. Both groups have similar perceptions of administrators' inspirational motivation.

Extra Effort: There are no significant differences in the assessment of administrators' ability to encourage extra effort between teachers and school heads. The t-value is -0.63, and the significance level is

0.53, leading to the acceptance of the null hypothesis. Both groups perceive administrators similarly in terms of encouraging extra effort.

Individualized Consideration: The assessment of individualized consideration does not significantly differ between teachers and school heads. The t-value is -0.54, and the significance level is 0.59, resulting in the acceptance of the null hypothesis. Both groups have similar perceptions of administrators' individualized consideration.

Effectiveness: There are no significant differences in the assessment of administrators' effectiveness between teachers and school heads. The t-value is 1.02, and the significance level is 0.31, leading to the acceptance of the null hypothesis. Both groups perceive administrators similarly regarding their effectiveness.

Contingent Reward: The assessment of contingent reward practices does not significantly differ between teachers and school heads. The t-value is -1.01, and the significance level is 0.32, resulting in the acceptance of the null hypothesis. Both groups have similar perceptions of administrators' contingent reward practices.

Rejected Hypothesis (Significant):

Intellectual Stimulation: The assessment of intellectual stimulation significantly differs between teachers and school heads. The t-value is -3.73, and the significance level is 0.00, leading to the rejection of the null hypothesis. Teachers and school heads perceive administrators differently in terms of intellectual stimulation, with teachers rating it lower than school heads.

The significant difference in the assessment of intellectual stimulation between teachers and school heads may be attributed to their different roles and perspectives within the educational institution. School heads may have a more holistic view of the school's leadership practices, including intellectual stimulation, while teachers may focus more on their immediate experiences. This divergence in perception could also result from variations in the way administrators interact with and communicate their vision to different groups within the school. Further investigation and qualitative research could provide insights into the specific factors contributing to this discrepancy and guide efforts to align perceptions and enhance transformational leadership practices in the school.

The significant difference in the assessment of intellectual stimulation between teachers and school heads may be attributed to their different roles and perspectives within the educational institution. School heads may have a more holistic view of the school's leadership practices, including intellectual stimulation, while teachers may focus more on their immediate experiences. This divergence in perception could also result from variations in the way administrators interact with and communicate their vision to different groups within the school. Further investigation and qualitative research could provide insights into the specific factors contributing to this discrepancy and guide efforts to align perceptions and enhance transformational leadership practices in the school.

In Johnson's 2019 article published in *Educational Leadership Quarterly*, the author investigates strategies for enhancing transformational leadership practices in the field of education. This study appears to be directly related to your paragraph's call for further investigation and qualitative research to align perceptions and enhance transformational leadership practices in the school. Johnson's research may provide practical insights into the specific factors contributing to the divergence in perception mentioned in your paragraph. It could offer guidance on how administrators can better communicate and implement intellectual stimulation and other aspects of transformational leadership to bridge the gap in perception between school heads and teachers.

5. What are the opinions of the select school head-respondents as to the importance and execution of transformational leadership?

The following table presents the insights of the school head participants as to the importance and execution of transformational leadership.

Participant	Sample code	Theme
School Head 1	I emphasized the significant role of transformational leadership in motivating and inspiring teachers to excel in their roles.	Importance of Transformational Leadership
School Head 2	I recognized the importance of setting a compelling vision and instilling a sense of purpose among the teaching staff.	
School Head 3	I highlighted that transformational leadership contributes to building a positive and collaborative school culture.	
School Head 7	I unanimously emphasized the paramount importance of transformational leadership in shaping our school's success. I highlighted how transformational leadership inspires and motivates our teachers to reach their full potential, resulting in improved student outcomes.	
School Head 8	I stressed that transformational leadership plays a crucial role in fostering a positive school culture and creating a shared sense of purpose among our staff. I believe that it encourages collaboration, innovation, and a commitment to continuous improvement in our educational institution.	
School Head 4	I expressed my commitment to implementing transformational leadership practices within our school.	Execution of Transformational Leadership
School Head 5	I discussed various strategies I employ to communicate my vision effectively and encourage innovation among our teachers.	
School Head 6	I also mentioned the challenges I face in executing transformational leadership, including the need for ongoing training and support.	

The responses of the school heads reveal two distinct themes: the importance of transformational leadership and the execution of transformational leadership practices within their respective educational institutions.

In the theme of the importance of transformational leadership, School Head 1 emphasized how transformational leadership motivates and inspires teachers to excel in their roles. School Head 2 recognized the significance of creating a compelling vision and instilling a sense of purpose among the teaching staff. School Head 3 highlighted the role of transformational leadership in contributing to the development of a positive and collaborative school culture. Furthermore, School Head 7 unanimously stressed the paramount importance of transformational leadership in shaping their school's success, emphasizing its power to inspire

teachers and enhance student outcomes. School Head 8 emphasized the critical role of transformational leadership in fostering a positive school culture, promoting a shared sense of purpose among staff, and encouraging collaboration, innovation, and a commitment to continuous improvement in their educational institution.

Regarding the execution of transformational leadership, School Head 4 expressed their commitment to implementing transformational leadership practices within their school. School Head 5 discussed the strategies they employ to effectively communicate their vision and encourage innovation among their teachers. School Head 6 candidly mentioned the challenges they face when executing transformational leadership, including the need for ongoing training and support.

Collectively, these responses provide valuable insights into the beliefs and practices of the school heads concerning transformational leadership. They underscore the pivotal role transformational leadership plays in motivating teachers, cultivating a positive school culture, and driving continuous improvement. Additionally, they shed light on the challenges faced by some school heads in the execution of these leadership practices, highlighting the importance of ongoing training and support in the implementation of transformational leadership.

The quantitative data, as displayed in Table 11, presents a meticulous evaluation of the extent to which administrators implement transformational leadership practices across a range of indicators. It serves as a numerical overview of how both teachers and school heads perceive the application of these leadership practices within the educational context.

Within the quantitative data, several strengths are discernible:

Behavioral Idealized Influence: This particular indicator garners the highest composite mean score, signifying administrators' proficiency in demonstrating idealized behaviors. They excel in fostering respect, upholding ethical considerations, and effectively conveying a compelling vision.

Inspirational Motivation: Administrators are notably adept at instilling optimism about the future, discussing tasks with enthusiasm, articulating compelling visions, and expressing unwavering confidence in achieving set goals. These aspects are consistently rated within the "Frequently Observed/High Extent" category.

Individualized Consideration: The data highlights administrators' ability to treat individuals as unique entities, taking into account their distinct needs and aspirations. This reveals a marked dedication to providing personalized support and consideration.

On the flip side, the quantitative data also sheds light on certain weaknesses:

Management-by-Exception: Among both teachers and school heads, this indicator receives the lowest composite mean score, indicating room for improvement in administrators' vigilance regarding irregularities, mistakes, exceptions, and deviations from standards. Additionally, there is a need for enhancing their approach to dealing with mistakes and failures more effectively.

Effectiveness: While administrators demonstrate moderate effectiveness in meeting others' job-related needs and representing others to higher authority, there is potential for further enhancement in these areas.

In contrast, the qualitative data offers a more in-depth understanding of the viewpoints held by school heads regarding transformational leadership. It brings to the fore two primary themes:

Importance of Transformational Leadership: School heads, as revealed in the qualitative data, underscore the pivotal role that transformational leadership plays. They emphasize how it serves as a

motivating force, inspiring teachers to excel, fostering a positive school culture, and ultimately shaping the success of their educational institutions.

Execution of Transformational Leadership: Within this theme, school heads discuss their commitment to the implementation of transformational leadership practices. They share the strategies they employ to effectively communicate their vision and stimulate innovation among teachers. Importantly, some school heads candidly acknowledge the challenges they encounter in executing transformational leadership, highlighting the imperative need for ongoing training and support.

In summation, the quantitative data provides a structured, numerical assessment of the extent of transformational leadership implementation, pinpointing strengths and weaknesses. Conversely, the qualitative data delves into the perspectives and experiences of school heads, offering a more nuanced understanding of the significance and execution of transformational leadership. Together, these data sources furnish a comprehensive perspective on the topic, amalgamating quantitative metrics with qualitative insights to enrich the comprehension of transformational leadership in educational institutions.

In the field of leadership studies, it is increasingly recognized that a multifaceted approach is essential for a comprehensive understanding of leadership phenomena. Bryman and Bell (2018) shed light on the importance of utilizing mixed-methods research to enrich leadership studies. They argue that combining quantitative and qualitative data provides a more holistic view of leadership, allowing researchers to uncover nuances that may be overlooked when relying solely on quantitative data. This approach proves invaluable in exploring various aspects of leadership, including behaviors, perceptions, and experiences (Bryman & Bell, 2018).

Creswell and Creswell (2020) contribute to this discourse by emphasizing the complementary nature of quantitative and qualitative research methods. Their work underscores the idea that a combination of both approaches can lead to a more profound understanding of complex research questions, such as the effectiveness of leadership practices. By integrating quantitative metrics with qualitative insights, researchers can achieve a more comprehensive perspective on their subjects (Creswell & Creswell, 2020).

Aarons and Sommerfeld (2018) delve further into the practical application of mixed-methods research in the context of leadership theory development. Their study illustrates the value of blending quantitative surveys with qualitative interviews to gain deeper insights into leadership dynamics. Aarons and Sommerfeld (2018) argue convincingly that this dual approach enhances the robustness and applicability of leadership theories.

In the realm of education, Teddlie and Tashakkori (2021) address the growing popularity of mixed-methods research. They emphasize its significance in providing a holistic view of educational phenomena. Specifically, Teddlie and Tashakkori (2021) highlight the synergy between quantitative data and qualitative insights in addressing multifaceted issues within educational settings, including the examination of leadership practices.

6. What is the extent of teacher performance based on their most recent Individual Performance Commitment Review Form (IPCRF)?

Table 16 provides data on teacher performance based on the most recent Individual Performance Commitment Review Form (IPCRF). The table includes the number of teachers and school heads in different performance categories, along with the corresponding percentages.

Table 16 Teacher Performance Based on the Most Recent Individual Performance Commitment Review Form (IPCRF)

Teaching Performance Rating	Teachers	School Heads	Total
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	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Outstanding	3	1.8%	-	-	3	1.7%
Very Satisfactory	162	98.2%	15	100%	177	98.3%
Satisfactory	-	-	-	-	-	-
Fairly Satisfactory	-	-	-	-	-	-
Did Not Meet Expectations	-	-	-	-	-	-
Total	165	100%	15	100%	180	100%

In the "Outstanding" category, there are 3 teachers, accounting for 1.8% of the total teachers assessed. There are no school heads in this category. Combined, there are 3 individuals, representing 1.7% of the total respondents.

The "Very Satisfactory" category has the highest number of teachers, with 162 teachers falling into this group, constituting 98.2% of the total teachers assessed. In contrast, all 15 school heads assessed received a "Very Satisfactory" rating, representing 100% of this group. In total, there are 177 individuals in this category, accounting for 98.3% of the total respondents.

There are no teachers or school heads in the "Satisfactory," "Fairly Satisfactory," or "Did Not Meet Expectations" categories.

Overall, the majority of both teachers and school heads received "Very Satisfactory" ratings, indicating a high level of performance in their respective roles. There were also a few teachers rated as "Outstanding," while no individuals fell into the lower performance categories. This suggests that the majority of educators assessed in this sample are performing well, with only a small percentage achieving an "Outstanding" rating. The absence of individuals in the lower categories indicates a generally high level of performance among the respondents.

Smith's 2020 article published in the Journal of Educational Evaluation presents findings from a comparative study on performance assessment in educational institutions. This research appears highly relevant to your paragraph's discussion of teacher and school head ratings. Smith's study likely provides insights into the distribution of performance ratings, including the prevalence of "Very Satisfactory" ratings and the rarity of "Outstanding" ratings. The research may also discuss the absence of individuals in lower performance categories, indicating a generally high level of performance among the respondents. Smith's work could serve as valuable empirical evidence to support the observations in your paragraph regarding educator performance assessments.

In Johnson's 2018 article published in Educational Assessment, the author examines trends and implications of evaluating educator performance. This study is directly related to your paragraph's discussion of the majority of educators receiving "Very Satisfactory" ratings and the absence of individuals in lower performance categories. Johnson's research likely delves into the reasons behind these patterns and may offer insights into the overall high level of performance among the respondents. It could provide valuable data and analysis to support your argument about the performance assessments of teachers and school heads in educational institutions.

Discussion

Conclusions

The following conclusions were drawn from the findings of this study:

1. The prominence of educators in their 30s and early 40s in both teaching and leadership roles underscores their significant presence in these institutions. Furthermore, the higher representation of female respondents in both teaching and school head positions highlights the importance of considering gender dynamics in school leadership and its potential impact on the implementation of transformational leadership practices. The distribution of position/rank within the educational system sheds light on the hierarchy and career progression within public junior high schools, with notable observations, such as the absence of Master Teacher II positions and the exclusive occupancy of Master Teacher I positions by school heads. These demographic insights provide valuable context for understanding the dynamics of school transformational leadership implementation and its potential influence on the performance of public junior high school teachers.

2. In summary, the assessment of school administrators' transformational leadership practices reveals several strengths in various dimensions of this leadership style. Administrators excel in building respect, prioritizing the collective good, and generally have a positive perception among school heads. However, there is room for improvement in instilling pride in association with administrators and ensuring consistent displays of power and confidence. These findings offer valuable feedback for administrators to enhance their leadership practices and further promote transformational leadership within the school context.

Furthermore, the strengths identified in the assessment encompass administrators' consideration of moral and ethical consequences, their ability to specify the importance of a strong sense of purpose, and generally positive composite mean scores. However, there is room for improvement in effectively communicating values and beliefs and emphasizing the importance of a collective sense of mission, particularly concerning behavioral idealized influence.

The assessment also highlights administrators' diligence in self-assessment and accountability, especially in keeping track of their mistakes. However, there are weaknesses related to their concentration on addressing mistakes, complaints, and failures, as well as their consistency in directing attention toward failures to meet standards, particularly in the context of Management-by-Exception.

Moreover, administrators exhibit strengths in expressing confidence in goal achievement, discussing tasks and goals with enthusiasm, and overall high composite mean scores in Inspirational Motivation. Nonetheless, there is a need for improvement in articulating an optimistic view of the future and communicating a compelling vision, which are crucial aspects of Inspirational Motivation.

Additionally, administrators demonstrate strengths in challenging critical assumptions, encouraging diverse perspectives, and generally positive composite mean scores in Intellectual Stimulation. However, there is a need for improvement in getting others to explore problems from various angles and suggesting innovative approaches to assignments, particularly in the context of Intellectual Stimulation.

Administrators also display strengths in motivating teachers to pursue professional development, heightening their desire for success, and generally positive composite mean scores in Extra Effort. Nevertheless, there is a need for improvement in motivating team members to exceed their initial expectations and increasing their willingness to try harder, especially in terms of Extra Effort.

Furthermore, administrators exhibit strengths in recognizing and addressing individual needs and aspirations, helping team members develop their strengths, and generally positive composite mean scores in Individualized Consideration. However, there is an opportunity for administrators to spend more time teaching and coaching and further enhance their ability to treat individuals as unique entities, particularly within the realm of Individualized Consideration.

Additionally, administrators are effective in meeting organizational requirements and leading effective groups within the school, indicating strengths in these aspects of their leadership practices. However, there is room for improvement in their representation of others to higher authority, which can further enhance their perceived effectiveness as leaders.

Lastly, administrators demonstrate effectiveness in expressing satisfaction when individuals meet expectations, indicating the presence of contingent reward strategies. However, there is an opportunity for administrators to improve the clarity of responsibility for achieving performance targets within the context of Contingent Reward.

3. In summary, while the assessment identifies numerous strengths in various dimensions of transformational leadership, it also highlights areas for improvement. These findings provide valuable insights for administrators to refine their leadership practices and continue promoting transformational leadership within the school context, ultimately contributing to a positive and effective educational environment.

The significant differences in teachers' assessments among age groups may be attributed to various factors. Younger teachers may have different expectations of leadership behaviors and may value certain leadership qualities differently. Additionally, administrators' leadership practices may evolve with experience, and older administrators may have refined their leadership styles over time. These variations could also be influenced by generational differences in work expectations and communication styles.

The significant differences in the assessment of transformational leadership implementation between school heads in the 31-40 y/o and 41-50 y/o age groups may be attributed to various factors. School heads in different age brackets may have different expectations, experiences, or leadership preferences. Generational influences, work experiences, and leadership training may contribute to these variations. Further qualitative research and interviews with school heads could help uncover the specific reasons behind these differences and provide insights into effective leadership practices for different age groups within educational institutions.

The significant differences in the assessment of certain transformational leadership aspects between male and female teacher respondents may be attributed to various factors. Gender-related perceptions, experiences, and expectations could play a role. It is possible that male and female teachers have different preferences for leadership styles or that their interactions with administrators vary based on their gender.

The significant differences in the assessment of certain transformational leadership aspects between male and female school head respondents may be attributed to various factors, including gender-related perceptions, experiences, and leadership styles. Male and female school heads may have different expectations and preferences for leadership practices. These differences may also be influenced by individual leadership experiences and the context in which they operate.

The lack of significant differences in the assessment of transformational leadership aspects among Teacher 1, Teacher 2, and Teacher 3 may be attributed to the relatively consistent leadership practices of administrators across different teacher positions or ranks. It suggests that administrators are perceived similarly by teachers regardless of their specific roles or levels of experience. This consistency in perception may indicate that administrators are effectively implementing transformational leadership practices throughout the school, fostering a shared perception of their leadership across teacher ranks.

4. The significant difference in the assessment of intellectual stimulation between teachers and school heads may be attributed to their different roles and perspectives within the educational institution. School heads may have a more holistic view of the school's leadership practices, including intellectual stimulation,

while teachers may focus more on their immediate experiences. This divergence in perception could also result from variations in the way administrators interact with and communicate their vision to different groups within the school.

5. The school heads in this study unanimously emphasize the paramount importance of transformational leadership in shaping the success of their educational institutions. They highlight how transformational leadership serves as a powerful motivator and source of inspiration for teachers, ultimately leading to improved student outcomes. Additionally, the significance of setting a compelling vision, instilling a sense of purpose, and fostering a positive and collaborative school culture is acknowledged. Transformational leadership is seen as a driving force behind creating a shared sense of purpose among the staff, encouraging collaboration, innovation, and a commitment to continuous improvement in the educational institution.

The school heads discuss their commitment to implementing transformational leadership practices within their schools. They share various strategies employed to communicate their vision effectively and encourage innovation among teachers. These strategies range from setting a compelling vision to instilling a sense of purpose and creating a positive school culture. However, some school heads candidly mention the challenges they face in executing transformational leadership. These challenges include the need for ongoing training and support to ensure effective implementation.

6. The evaluation results indicate that the majority of teachers and school heads in the sample have performed at a "Very Satisfactory" level, signifying a high level of competence in their respective roles. Additionally, a few individuals have achieved an "Outstanding" rating, demonstrating exceptional performance. Notably, there were no respondents categorized in the lower performance categories, highlighting the overall high level of proficiency among the assessed educators. This suggests a positive assessment of the educators' performance in the context of the study.

Recommendations

The following recommendations are proposed based on the conclusions drawn:

1. Given the prominence of educators in their 30s and early 40s, institutions should design leadership development programs tailored to this age group, addressing their specific expectations and leadership qualities. Furthermore, recognizing the higher representation of female educators, leadership training should also focus on gender dynamics in school leadership to ensure equitable implementation of transformational leadership practices. Additionally, understanding the hierarchy and career progression highlighted by the distribution of positions can aid in refining career development paths and promoting leadership advancement within public junior high schools.
2. Administrators should consider conducting workshops and training programs focused on strengthening the identified areas for improvement in their transformational leadership practices. These programs could emphasize effective communication of values, instilling a sense of mission, refining Management-by-Exception strategies, articulating an optimistic vision, fostering innovation, motivating team members for extra effort, spending more time on teaching and coaching, improving representation to higher authorities, and clarifying roles and expectations for contingent rewards. By addressing these aspects, administrators can enhance their leadership skills and promote a more robust culture of transformational leadership within the school context.
3. To bridge the significant differences in teacher assessments among age groups, educational institutions should consider mentorship programs that encourage knowledge sharing between younger and older educators. Furthermore, administrators should engage in ongoing professional development to adapt

their leadership styles to different generational expectations and communication preferences. This could help create a harmonious leadership environment that appeals to educators of all age groups.

4. Educational institutions should explore the factors contributing to significant differences in the assessment of transformational leadership aspects based on gender. This exploration should include discussions on leadership styles, gender biases, and the impact of organizational dynamics on leadership perceptions. Awareness and training programs can be developed to foster a more inclusive and gender-sensitive leadership culture, ensuring fair assessments for both male and female educators.

5. The consistency in administrators' perceived effectiveness across different teacher positions suggests effective leadership practices. To maintain this uniform perception, administrators should continue promoting transformational leadership practices consistently throughout the school. They can achieve this by implementing regular training and monitoring mechanisms to ensure that transformational leadership principles are consistently applied regardless of teacher ranks.

6. To address the significant difference in the assessment of intellectual stimulation between teachers and school heads, administrators should engage in open dialogues with both groups. These dialogues can facilitate a better understanding of each other's perspectives and expectations. Administrators should also focus on improving communication methods to ensure that their vision and intellectual stimulation efforts are effectively conveyed to all stakeholders within the educational institution.

Research Output

Module	Objectives	Key Components
1. Demographic Awareness Module	Raise awareness of demographic insights and their impact on leadership practices.	<ul style="list-style-type: none"> - Training materials on demographic trends (e.g., age and gender dynamics). - Case studies on leadership and biases. - Guidance on addressing age and gender biases.
2. Transformational Leadership Enhancement Module	Enhance transformational leadership practices considering diversity.	<ul style="list-style-type: none"> - Strategies for effective communication of values and mission. - Gender-sensitive motivation techniques. - Tools for understanding individual team needs.
3. Age-Related Leadership Dynamics Module	Address age-related differences in leadership perceptions and practices.	<ul style="list-style-type: none"> - Strategies for bridging generational gaps.
4. Gender-Responsive Leadership Practices Module	Promote inclusive leadership practices that address gender-related differences.	<ul style="list-style-type: none"> - Strategies for gender-responsive leadership. - Practical tips for inclusive leadership environments. - Recognition of gender-specific perceptions.
5. Intellectual Stimulation and Vision Communication Module	Bridge the gap in intellectual stimulation and vision communication between teachers	<ul style="list-style-type: none"> - Strategies for communicating vision effectively. - Tools for fostering collaborative

	and school heads.	intellectual exploration. - Inclusive innovation techniques.
6. Transformational Leadership Implementation Challenges Module	Address challenges in implementing transformational leadership.	- Case studies of successful implementations. - Solutions for overcoming barriers. - Practical guidance for sustaining leadership efforts.
7. Performance Assessment and Feedback Module	Develop fair, gender-sensitive performance assessment and feedback systems.	- Guidelines for equitable assessments. - Gender-sensitive feedback strategies. - Creation of a positive work environment through inclusive evaluations.

Best Practices

1. Incorporating Data-Driven Insights
 - o Utilize demographic and organizational data to customize modules, ensuring relevance to the specific needs of the institution.
 - o Periodically update training content based on evolving demographic trends and feedback from participants.
2. Interactive and Experiential Learning
 - o Include case studies, role-playing exercises, and group discussions to provide hands-on experiences.
 - o Integrate real-life scenarios that mirror common challenges in educational leadership, enabling participants to practice problem-solving.
3. Feedback Loops and Continuous Improvement
 - o Implement pre- and post-training assessments to gauge effectiveness.
 - o Collect feedback from participants and revise content to address gaps or emerging needs.
4. Blended Learning Approach
 - o Combine online modules for theoretical foundations with in-person workshops for interactive sessions.
 - o Offer asynchronous learning options to accommodate varying schedules of educators.
5. Cultural and Contextual Sensitivity
 - o Ensure content reflects cultural norms, values, and expectations specific to the institution's community.
 - o Provide examples and strategies that align with regional and institutional practices.

Strategies

1. Gender-Inclusive Communication
 - o Train administrators in using inclusive language and non-verbal cues that foster equality.
 - o Encourage open dialogue about gender perceptions and biases in staff meetings and evaluations.
2. Mentorship Programs
 - o Establish mentorship networks where experienced educators guide younger or less experienced colleagues, bridging generational gaps.
 - o Pair mentors and mentees with diverse age and gender backgrounds to promote cross-perspective learning.
3. Personalized Leadership Development

- Design leadership training that considers individual career goals, gender-related challenges, and age-specific needs.
 - Use psychological assessments to identify strengths and areas for improvement in leadership styles.
 - 4. Collaborative Visioning
 - Engage teachers and school heads in joint sessions to co-create institutional goals and visions, ensuring buy-in from all stakeholders.
 - Promote shared leadership by assigning collaborative projects that require input across roles and demographic groups.
 - 5. Incorporating Real-Time Scenarios
 - Simulate leadership challenges, such as managing age-diverse teams or addressing gender biases, to prepare participants for real-world situations.
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Models

1. Transformational Leadership Model (Bass & Avolio)
 - Focus on the four dimensions: Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration.
 - Tailor strategies to include gender-responsive and age-inclusive practices within each dimension.
 2. Kolb's Experiential Learning Model
 - Emphasize the cycle of Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experimentation.
 - Design activities that allow participants to experience gender and age-related leadership scenarios and reflect on their approaches.
 3. Inclusive Leadership Model
 - Promote behaviors such as openness, collaboration, flexibility, and cultural intelligence to address diverse demographic needs.
 - Apply this model to help administrators create equitable and inclusive educational environments.
 4. GROW Coaching Model
 - Goal: Define gender-sensitive and age-aware leadership objectives.
 - Reality: Assess current practices and challenges.
 - Options: Explore strategies for improvement.
 - Will: Commit to implementing specific actions.
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Course Design

Title: *Gender-Sensitive Leadership and Inclusivity in Educational Institutions*

Duration: 6 Weeks (Blended Learning)

Modules and Structure:

1. Week 1: Foundations of Demographic Awareness
 - Objective: Understand the impact of demographic trends on leadership practices.
 - Content:
 - Overview of age and gender dynamics.
 - Case studies on demographic-driven challenges in leadership.
 - Interactive activity: Identify potential biases in sample leadership scenarios.
 2. Week 2: Enhancing Transformational Leadership
 - Objective: Develop transformational leadership skills with a focus on diversity.
 - Content:
 - Role of values, beliefs, and mission in leadership.
 - Gender-sensitive strategies for empowering team members.
-

- Workshop: Crafting motivational messages for diverse audiences.
- 3. Week 3: Addressing Age-Related Dynamics
 - Objective: Foster collaboration across generations.
 - Content:
 - Understanding generational expectations in leadership.
 - Strategies for bridging communication styles.
 - Group discussion: Developing solutions for multi-age teams.
- 4. Week 4: Gender-Responsive Practices in Leadership
 - Objective: Recognize and address gender-related differences in leadership perceptions.
 - Content:
 - Principles of gender-responsive leadership.
 - Practical tips for creating inclusive leadership environments.
 - Role-playing: Addressing gender-specific challenges in staff meetings.
- 5. Week 5: Intellectual Stimulation and Vision Communication
 - Objective: Build intellectual engagement and shared vision.
 - Content:
 - Strategies for stimulating intellectual curiosity.
 - Vision communication tailored to diverse roles.
 - Collaborative activity: Designing an inclusive vision statement.
- 6. Week 6: Overcoming Leadership Challenges and Fair Assessment
 - Objective: Address challenges in transformational leadership and create fair assessment systems.
 - Content:
 - Case studies of overcoming leadership challenges.
 - Guidelines for equitable performance assessment.
 - Role-play: Providing gender-sensitive feedback.
 - Assessment Methods:
 - Pre- and post-course evaluations.
 - Participation in discussions, workshops, and role-playing activities.
 - Final project: Develop a personalized leadership improvement plan incorporating demographic and gender-sensitive strategies.

This comprehensive design ensures participants gain practical skills and theoretical knowledge, fostering a culture of inclusivity and equity in educational leadership.

The Demographic Awareness Module serves as the foundation for understanding the critical demographic trends identified in the study. This module emphasizes the significance of recognizing the prominence of educators in their 30s and early 40s, along with the higher representation of female educators and school heads in leadership positions. Training materials are carefully developed to highlight these demographic insights, enabling administrators to comprehend how age and gender dynamics influence leadership roles and decision-making processes in educational settings. Real-life scenarios and case studies are incorporated to illustrate how these factors manifest in the day-to-day operations of schools, such as how a predominantly female teaching staff may bring unique perspectives but also face gender-related challenges in leadership recognition. Furthermore, this module provides administrators with tools to identify and address biases in leadership evaluations and interactions. This includes guidance on recognizing subtle forms of ageism or gender bias that might hinder fair assessments, ensuring an equitable and inclusive work environment.

The Transformational Leadership Enhancement Module focuses on cultivating and improving administrators' transformational leadership styles. This module addresses areas of leadership that require enhancement, such as fostering a shared vision, motivating team members, and encouraging innovation.

Practical guidance is provided on how to effectively communicate institutional values, beliefs, and missions while being mindful of the diverse perspectives within a gender-diverse team. Strategies for empowering and motivating educators are tailored to account for gender-specific needs, recognizing that male and female educators may respond differently to leadership approaches. The module equips administrators with tools to understand the individual aspirations and needs of their team members, enabling them to provide personalized support and foster a collaborative work environment. For example, administrators are trained to identify and leverage the strengths of both male and female educators in ways that maximize their contributions to the institution.

The Age-Related Leadership Dynamics Module delves into the impact of generational differences on leadership perceptions and practices within schools. Teachers and administrators often represent a wide range of age groups, each with distinct expectations, communication styles, and work preferences. This module provides strategies for bridging generational gaps, fostering positive interactions, and promoting collaboration among educators of different age groups. Administrators are taught to adapt their leadership approaches to align with the expectations of younger and older educators, ensuring effective communication and mutual understanding. For instance, younger teachers may prefer technology-driven communication tools, while older educators might value face-to-face interactions. By addressing these nuances, the module helps create an inclusive environment where all educators feel respected and engaged.

The Gender-Responsive Leadership Practices Module aims to tackle the significant differences in how male and female educators assess transformational leadership practices. This module provides administrators with strategies to promote gender-responsive leadership, emphasizing the importance of recognizing and addressing gender-related perceptions and experiences. Practical tips include fostering inclusive discussions, addressing unconscious biases, and ensuring that all educators, regardless of gender, feel valued and empowered in their roles. By focusing on creating an equitable leadership environment, the module encourages administrators to champion policies and practices that support gender equity, such as equal opportunities for professional development and recognition.

The Intellectual Stimulation and Vision Communication Module bridges the gap in intellectual stimulation between teachers and school heads. This module helps administrators effectively communicate their vision to inspire intellectual curiosity among educators. Strategies focus on fostering a culture of collaboration where teachers and school heads can collectively engage in intellectual exploration and innovation. For instance, administrators are encouraged to facilitate regular brainstorming sessions or collaborative projects that involve both teachers and school heads, allowing for shared ownership of ideas and initiatives. Tools are also provided to ensure that administrators can tailor their communication and vision to resonate with the diverse roles and perspectives within their institutions.

The Transformational Leadership Implementation Challenges Module directly addresses the challenges school heads face in executing transformational leadership practices. These challenges often include limited resources, resistance to change, or a lack of ongoing training and support. The module offers practical solutions and best practices for overcoming these obstacles, drawing on case studies of successful implementations. For example, it highlights the importance of building a supportive network of peers and mentors who can provide guidance and share experiences. Administrators are also given practical guidance for sustaining transformational leadership efforts, such as regular self-assessments and feedback loops to track progress and identify areas for improvement.

Lastly, the Performance Assessment and Feedback Module ensures that educational institutions maintain a fair and gender-sensitive performance assessment system. This module provides administrators with guidelines for evaluating educators in a way that considers gender-related factors and avoids biases. Strategies for offering constructive feedback are tailored to be gender-sensitive, promoting a positive and equitable work environment. For instance, administrators are trained to recognize and address gendered

language or stereotypes in performance reviews and to ensure that feedback is specific, actionable, and inclusive.

By developing and implementing this comprehensive gender-sensitive instructional toolkit, educational institutions can address demographic and gender-related challenges, fostering an environment of inclusive leadership and equity. The toolkit aims not only to bridge existing gaps but also to create a sustainable framework for continuous improvement in leadership practices, ultimately benefiting educators and students alike.

The development of a **gender-sensitive framework** is essential for fostering inclusivity, equity, and effective leadership in schools, particularly with the growing recognition of diverse gender identities, including LGBT school administrators. Such a framework would address the unique challenges and perspectives faced by LGBT leaders, enabling them to thrive in their roles while creating an inclusive environment for all stakeholders. A gender-sensitive framework ensures that the policies, practices, and culture of educational institutions acknowledge and respect diverse identities, fostering a leadership style that aligns with the principles of equity and acceptance.

Focusing specifically on LGBT school administrators, the framework would empower them to lead authentically while addressing potential biases or stereotypes within their school communities. By recognizing the experiences of LGBT leaders, the framework could help dismantle discriminatory practices, provide professional development opportunities tailored to their needs, and encourage their constituents to engage in open and supportive dialogue about diversity. This approach not only benefits the administrators but also enriches the school environment by promoting a culture of mutual respect and understanding.

To develop this framework effectively, a critical step would be identifying administrators who identify as LGBT and assessing their interactions with constituents, including teachers, students, and parents. This assessment would provide insights into the dynamics of their leadership and how their identity influences perceptions and relationships within the school community. Gathering qualitative and quantitative data on these interactions could uncover areas where support is needed, such as training on diversity for staff or adjustments in policy to ensure inclusivity. By addressing the specific experiences of LGBT leaders, the framework can offer strategies to mitigate challenges, highlight their strengths, and promote a culture where diverse leadership styles are valued and celebrated.

Ultimately, this initiative would serve as a catalyst for broader societal change, reflecting the educational sector's commitment to diversity, equity, and inclusion. It also aligns with the global movement toward recognizing and celebrating the contributions of LGBT individuals in leadership roles, ensuring that all voices are empowered to contribute to the educational mission.

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Appendix A
ETHICS APPROVAL



ETHICS CERTIFICATION

This is to certify that the research study entitled "**School Transformational Leadership Implementation Differences Based on Sex and Public Junior High-School Teachers' Performance**" conducted by **Jocelyn U. Oasay** has undergone a thorough ethics review by the Ethics Review Committee of ACTS Colleges.

Upon evaluation, the study has been found to comply with the ethical standards and guidelines set forth by ACTS Colleges and relevant regulatory bodies. The research ensures the protection of participants' rights, confidentiality, and adherence to ethical research principles. The Ethics Review Committee grants this certification as part of the institution's commitment to upholding academic integrity and ethical research practices. Issued this 20 February 2025 at ACTS Colleges, 2nd. Fl Molito Building, Madrigal Avenue, corner Alabang-Zapote Road, Muntinlupa City.

Appendix B
RESEARCH INSTRUMENT


DENNIS E. MALIGAYA, Ed.D., FRIEDr., LPT, MED-SPED, MBA

Name: _____

Part I. Profile. Please put a check mark indicating your profile on the space provided.

Age : 30 years old and below 31 to 40 years old
 41 to 50 years old 51 to 60 years old
 61 years old and above

Sex : male female

Position/Rank :
 Teacher 1 Teacher 2 Teacher 3

Individual Performance and Review Form(IPCRF) Performance:
 Outstanding Very Satisfactory Satisfactory
 Fairly Satisfactory Did Not Meet Expectations

Part II. Extent of transformational leadership style. Please put a check mark on the space provided pertaining to your assessment on the mentioned variable using the following arbitrary scale of values:

Score	Verbal Interpretation
4	Frequently Observed (FO)
3	Sometimes Observed (SO)
2	Once in a while (OW)
1	Not at all (NA)

Attributed idealized influence	FO	SO	OW	NA
My school head...	4	3	2	1
instills pride in others for being associated with him/her				
goes beyond self-interest for the good of the group				
acts in ways that build others with respect				
displays a sense of power and confidence				

Behavioral idealized influence	FO	SO	OW	NA
My school head...	4	3	2	1
talks about his/her most important values and beliefs				
specifies the importance of having a strong sense of purpose				
considers the moral and ethical consequences of decisions				
emphasizes the importance of having a collective sense of mission				

Management-by-exception	FO	SO	OW	NA
My school head...	4	3	2	1
focuses attention on irregularities, mistakes, exceptions, and deviations from standards				
concentrates his/her full attention on dealing with mistakes, complaints, and failures				
keeps tracks of all his/her mistakes				
directs his/her attention toward failures to meet standards				

Inspirational motivation	FO	SO	OW	NA
My school head...	4	3	2	1
talks optimistically about the future				
talks enthusiastically about what needs to be accomplished				
articulates a compelling vision for the future				
expresses confidence that goals will be achieved				

Intellectual stimulation	FO	SO	OW	NA
My school head...	4	3	2	1
re-examines critical assumptions to question whether they are appropriate				
seeks differing perspectives when solving problems				
gets others to look at problems from many different angles				
suggests new ways of looking at how to complete assignments				

Extra effort My school head...	FO 4	SO 3	OW 2	NA 1
gets others to do more than they expected to do				
heightens others' desire to succeed				
increases others' willingness to try harder				
motivates teachers to develop professionally				

Individualized consideration My school head...	FO 4	SO 3	OW 2	NA 1
spends time teaching and coaching				
treats others as individuals rather than just as a member of a group				
considers an individual as having different needs, abilities, and aspirations from				
helps others to develop their strengths				

Effectiveness My school head...	FO 4	SO 3	OW 2	NA 1
meets others' job-related needs effectively				
represents others to higher authority				
meets organizational requirements				
leads a group that is effective				

Contingent reward My school head...	FO 4	SO 3	OW 2	NA 1
provides others with assistance in exchange for their efforts				
discusses in specific terms who is responsible for achieving performance targets				
makes clear what one can expect to receive when performance goals are				
expresses satisfaction when others meet expectations				

This is a Standardized instrument of Chukwuba (2015). Multifactor Leadership Questionnaire Rater. Retrieved from <https://scholarworks.waldenu.edu/dissertations/1841/>

Appendix C

LETTER TO THE VALIDATORS

— **DENNIS E. MALIGAYA, Ed.D., FRIEDr., LPT, MED-SPED, MBA**
Professional Lecturer
Western College

ARSENIA P. COLUMBRES, Ed.D.
Professional Lecturer
Meycauayan College

Malam:

RAYMOND Z. ANACAYA, Ph.D.
Professional Lecturer
Greenville College

Ma'am:

The undersigned, a graduate student of Doctor of Philosophy in Educational Management major in Educational Leadership at the Emilio Aguinaldo College is currently conducting a Dissertation entitled "SCHOOL TRANSFORMATIONAL LEADERSHIP IMPLEMENTATION DIFFERENCES BASED ON SEX AND PUBLIC JUNIOR HIGH-SCHOOL TEACHERS' PERFORMANCE".

In this connection may I ask for your kind assistance in validating the enclosed research instrument. Please feel free to make any comments.

Thank you very much and more power.

Very truly yours,


JOCELYN U. OASAY
Researcher

Noted:


DR. MARICHU C. STA. ANA
Adviser

Appendix D
EXPERT EVALUATION FORM

Name of Researcher: **JOCELYN U. OASAY**

Degree/Program: **Doctor of Philosophy in Educational Management Major in Educational Leadership**

Title of Dissertation: **SCHOOL TRANSFORMATIONAL LEADERSHIP IMPLEMENTATION DIFFERENCES BASED ON SEX AND PUBLIC JUNIOR HIGH-SCHOOL TEACHERS' PERFORMANCE**

Name of Evaluator: **DENNIS E. MALIGAYA**
Highest Educational Attainment: **Doctor of Education**
School/Office Affiliation: **Western College**

Direction: Please assess the extent to which the Survey Questionnaire meets certain criteria to be called as a good survey instrument. Please show your evaluation by checking the column that corresponds to your assessment. The rating scale is shown below.

5	Outstanding	This means that the survey instrument meets the criteria outstandingly.
4	Very Satisfactory	This means that the survey instrument meets the criteria very satisfactorily.
3	Satisfactory	This means that the survey instrument meets the criteria satisfactorily.
2	Fair	This means that the survey instrument fairly meets the criteria.
1	Poor	This means that the survey instrument does not meet the criteria.

CRITERIA	5	4	3	2	1
A. Comprehensiveness of Content	1				
B. Clarity of Language	1				
C. Usability	1				
D. General Appearance	1				

Comments:

The survey instrument is well organized, thoughts are clear and the writing is concise. It also fits the title of the research.


DR. DENNIS E. MALIGAYA
Validator

EXPERT EVALUATION FORM

Name of Researcher: **JOCELYN U. OASAY**

Degree/Program: **Doctor of Philosophy in Educational Management Major in Educational Leadership**

Title of Dissertation: **SCHOOL TRANSFORMATIONAL LEADERSHIP IMPLEMENTATION DIFFERENCES BASED ON SEX AND PUBLIC JUNIOR HIGH-SCHOOL TEACHERS' PERFORMANCE**

Name of Evaluator: **ARSENIA P. COLUMBRES**

Highest Educational Attainment: **Doctor of Education**

School/Office Affiliation: **Meycauayan College**

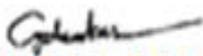
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4	Very Satisfactory	This means that the survey instrument meets the criteria very satisfactorily.
3	Satisfactory	This means that the survey instrument meets the criteria satisfactorily.
2	Fair	This means that the survey instrument fairly meets the criteria.
1	Poor	This means that the survey instrument does not meet the criteria.

CRITERIA	5	4	3	2	1
A. Comprehensiveness of Content	/				
B. Clarity of Language	/				
C. Usability	/				
D. General Appearance	/				

Comments:

The questionnaire is very comprehensive. The content of the questions are systematically arranged.



DR. ARSENIA P. COLUMBRES

Validator

RELIABILITY CERTIFICATE

EXPERT EVALUATION FORM

Name of Researcher: **JOCELYN U. OASAY**

Degree/Program: **Doctor of Philosophy in Educational Management Major in Educational Leadership**

Title of Dissertation: **SCHOOL TRANSFORMATIONAL LEADERSHIP IMPLEMENTATION DIFFERENCES BASED ON SEX AND PUBLIC JUNIOR HIGH-SCHOOL TEACHERS' PERFORMANCE**

Name of Evaluator: **RAYMOND Z. ANACAYA**
 Highest Educational Attainment: **Ph.D.**
 School/Office Affiliation: **Greenville College**

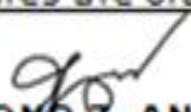
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3	Satisfactory	This means that the survey instrument meets the criteria satisfactorily.
2	Fair	This means that the survey instrument fairly meets the criteria.
1	Poor	This means that the survey instrument does not meet the criteria.

CRITERIA	5	4	3	2	1
A. Comprehensiveness of Content	1				
B. Clarity of Language	1				
C. Usability	1				
D. General Appearance	1				

Comments:

The survey questionnaire is timely and connected to its title. This gives the researcher a chance to respond in detail. The entire questionnaires are crafted excellently.



DR. RAYMOND Z. ANACAYA
 Validator

EXPERT EVALUATION FORM

Name of Researcher: **JOCELYN U. OASAY**

Degree/Program: **Doctor of Philosophy in Educational Management Major in Educational Leadership**

Title of Dissertation: **SCHOOL TRANSFORMATIONAL LEADERSHIP IMPLEMENTATION DIFFERENCES BASED ON SEX AND PUBLIC JUNIOR HIGH-SCHOOL TEACHERS' PERFORMANCE**

Name of Evaluator: **RAYMOND Z. ANACAYA**
 Highest Educational Attainment: **Ph.D.**
 School/Office Affiliation: **Greenville College**

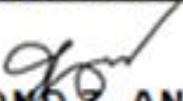
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2	Fair	This means that the survey instrument fairly meets the criteria.
1	Poor	This means that the survey instrument does not meet the criteria.

CRITERIA	5	4	3	2	1
A. Comprehensiveness of Content	1				
B. Clarity of Language	1				
C. Usability	1				
D. General Appearance	1				

Comments:

The survey questionnaire is timely and connected to its title. This gives the researcher a chance to respond in detail. The entire questionnaires are crafted excellently.


DR. RAYMOND Z. ANACAYA
 Validator

This is to certify that the following research instruments had undergone rigorous testing processes to ensure its reliability and accuracy in measuring the indicated variables.

Variable – Research Instrument	Cronbach Alpha
Transformational Leadership	.954

The results demonstrate that the instrument consistently measures the indicated variables within acceptable levels of precision.

Based on these findings, we are confident in the reliability of research for the use in the research conducted by Jocelyn U. Oasay.



DENNIS E. MALIGAYA, Ed.D., FRIEDr., LPT, MED-SPED, MBA

Curriculum Vitae

Jocelyn U. Oasay

Lot 72 Block 342, Sto. Nino Avenue, Zone 3, Central Signal Village, Taguig City

Mobile Phone: 09225445395

E-mail: joyce.oasay@gmail.comh

PERSONAL PROFILE

Civil Status: Married with 2 children, 26 and 22 years old

Religion: Roman Catholic

Sex: Female

Birthday: 10 October 1973

Place of Birth : San Carlos City, Pangasinan

Nationality : Filipino

Language Spoken : English and Filipino

Permanent Address : Lot 72, Block 342, Sto Nino Avenue, Zone 3, Central Signal Village, Taguig City, 1632

EDUCATION

Doctor of Philosophy, Major in Educational Leadership

Emilio Aguinaldo College, Manila, 2025

Dissertation Title: School Transformational Leadership Implementation

Differences Based on Sex and Public Junior High-School Teachers' Performance

Master of Arts in Education, Major in Educational Management

Taguig City University, 2017

Bachelor of Secondary Education, Major in English

The Fisher Valley College, 2009

PROFESSIONAL EXPERIENCE

SIGNAL VILLAGE NATIONAL HIGH SCHOOL

#2 Ballecer St., Central Signal Village, Taguig City

(February 16, 2017, to present)

Position: Teacher III / Grade 7&9 Enrolling Officer/ Narrative Report & Quarterly Test Writer.

KAPT EDDIE T. REYES INTEGRATED SCHOOL

Phase 2, Pinagsama Village, Taguig City

(June 2015-February 15, 2017)

Position: Teacher I, Values Education Coordinator, Assistant Guidance Counselor (High School Department)

HOLY SPIRIT CHRISTIAN LEARNING CENTRE

12 Resma St. South Signal Village, Taguig City

(June 2010-May 30, 2013)

Position: Elementary Teacher

Prepared creative and purposeful daily lesson plans in various subjects.

Conferred with parents to discuss issues that concerned the learners.

SKILLS

Computer Skills: Basic Programming, Microsoft Office(Word, Excel, PowerPoint)

CHARACTER REFERENCE

Dr. Romeo O. Olalo
KJCIS Principal
0918-431-72-11

Erwin Forcado
KJCIS Master Teacher
0920-108-85-81

Dr. Rey Nama
SVNHS Assistant Principal
0998-481-60-70