

Transformational Leadership Practices on Academic Excellence in Public Elementary School

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Abstract

Educational leadership practices play a role in shaping the learning environment and enhancing learners' performance. This study was conducted to determine transformational leadership practices on academic excellence in the 1st Legislative District of Misamis Oriental during the School Year 2024-2025. This aimed to find out how the school head-respondents practice transformational leadership, examine the teacher-respondents' assessment of their school head transformational leadership practices, find out the level of academic excellence based on the assessments of both school heads and teachers, and determine the significant relationships between the respondents' assessments of transformational leadership practices and academic excellence. The study used universal sampling for school heads and random sampling for teachers. A total of 150 school heads and 300 teachers participated in this study. A quantitative correlational design was employed, using a validated leadership questionnaire and a researcher-developed instrument for academic excellence. Data were analyzed using mean, standard deviation, and Pearson Correlation Coefficient (r).

Findings showed that school heads practiced transformational leadership, with individual consideration being most practiced and intellectual stimulation the least. Teachers rated individual consideration as highest, while inspirational motivation was rated lowest. Regarding academic excellence, learners' achievements and school heads' performance were rated highest by school heads, while institutional success was rated lowest. Teachers rated institutional success as highest, while school heads' performance was rated lowest. In conclusion, transformational leadership practices are vital for academic excellence. It is recommended that school heads encourage intellectual stimulation among teachers to develop adaptive and transformational leadership skills, creating an active, learning-focused environment.

Keywords: transformational leadership practices, academic excellence

1. Introduction

Public elementary schools in the first legislative district of Misamis Oriental continue to experience challenges in achieving consistent academic performance despite various initiatives, with gaps in student achievement, teacher engagement, and school effectiveness indicating the need for stronger leadership beyond classroom instruction. School heads play a critical role in shaping school culture, motivating

teachers, and improving instructional delivery, making leadership a key factor in addressing these concerns. Transformational leadership, which emphasizes shared vision, teacher support, and professional growth, has shown potential to enhance teacher commitment and innovation, leading to better learning outcomes, yet its impact within the local context remains insufficiently explored. Existing research highlights the importance of leadership in improving school performance and teacher motivation, while disparities in academic achievement across regions further stress the need for context-based strategies. However, the lack of localized studies in the district limits evidence-based improvements, prompting the need for focused investigation. This study aims to examine the leadership practices of school heads to identify strengths and areas for improvement, provide insights for leadership development programs, and ultimately strengthen school leadership to foster continuous improvement, enhance academic outcomes, and support the delivery of quality basic education.

Research Questions

This study aimed to determine the level of transformational leadership practices on academic excellence in public elementary schools in the 1st Legislative District of Misamis Oriental Division during the School Year 2024-2025.

Specifically, this paper sought to answer the following questions:

1. How do the School Head-Respondents practice transformational leadership in terms of idealized influence, inspirational motivation, intellectual stimulation, and individual consideration?
2. How do the Teacher-Respondents assess School Heads' transformational leadership practices based on idealized influence, inspirational motivation, intellectual stimulation, and individual consideration?
3. How do the School Head-Respondents assess the level of academic excellence with regard to learners' achievement, school heads' performance, and institutional success?
4. How do the Teacher-Respondents assess the academic excellence in school, considering learner achievement, school heads' performance, and institutional success?
5. Is there a significant relationship between the school heads' transformational leadership practices and their assessment of academic excellence?
6. Is there a significant relationship between the teachers' assessment of school heads' transformational leadership practices and their assessment of academic excellence?

Significance

This study offers practical insights to improve academic excellence in public schools in the First Legislative District of Misamis Oriental by emphasizing the importance of effective leadership in meeting learners' diverse needs. It focuses on transformational leadership practices, including idealized influence, inspirational motivation, intellectual stimulation, and individual consideration, which are essential in enhancing teacher performance and student achievement. The findings help school heads and administrators adopt leadership strategies that strengthen school culture, support teacher development, and improve overall school success while also guiding professional development programs that encourage collaboration and innovation. In addition, the study provides policymakers and educational planners with evidence-based recommendations for designing leadership training programs tailored to local needs, promoting more responsive and effective school leadership. Ultimately, the research aims to support long

term educational goals by improving academic performance, strengthening teaching quality, and fostering holistic learner development through a collaborative and supportive school environment.

Scope and Limitations

This study examined how the four dimensions of transformational leadership practiced by school heads, namely idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration, affect academic excellence indicators such as student achievement, school head performance, and institutional success in public elementary schools in the First District of Misamis Oriental during the School Year 2024 to 2025. It covered selected schools across several municipalities and included administrators, teachers, and students to better understand leadership practices and their effects on school performance, using questionnaires, performance records, and student achievement data. However, the study is limited by its focus on one district, its concentration on transformational leadership alone, and its reliance on available school level data within the research period, which may not fully reflect long term educational outcomes. As a result, findings should be interpreted with caution, though they still provide valuable insights to guide local leadership practices and support efforts toward sustained academic excellence.

2. Literature Review

Transformational Leadership Practices

Recent studies consistently highlight the significant role of transformational leadership in improving school performance, teacher engagement, and student academic achievement. This leadership approach, anchored on idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration, creates a positive school environment that supports both teaching and learning. Evidence shows that when school leaders inspire, support, and intellectually challenge their teachers, they foster higher motivation, stronger collaboration, and improved educational outcomes (Reyes, 2024; Chen and Cuervo, 2022; Sehgal et al., 2021; Hilton et al., 2023).

Further research emphasizes that transformational leadership strengthens organizational commitment, job satisfaction, and innovation within schools. Leaders who act as role models, communicate a clear vision, encourage creativity, and provide personalized support help build trust, enhance teacher performance, and promote a culture of continuous improvement. These practices ultimately lead to better student outcomes and overall school effectiveness, reinforcing transformational leadership as a key driver of educational success (Sultana et al., 2023; Fababier, 2023; Heenan et al., 2023; Haryanengsi and Radiana, 2023).

Academic Excellence

Studies show that academic performance is influenced by several interconnected factors such as institutional support, teacher quality, student motivation, study habits, and resilience. Schools that invest in faculty development, provide strong student support systems, and maintain positive and well-structured learning environments consistently achieve better academic outcomes and higher levels of student engagement (Alhosani et al., 2023; Brew et al., 2021; Ali and Ahmad, 2024). Alongside these factors, transformational leadership plays a central role in improving academic excellence by enhancing teacher motivation, strengthening collaboration, and fostering a positive school climate. School leaders who practice transformational leadership promote innovation, professional growth, and a shared vision that improves instructional quality and encourages active participation from both teachers and learners (Intud

and Ferenal, 2025; Dukamo, 2024; Sianipar and Putri, 2025). Overall, transformational leadership contributes significantly to learner achievement, teacher performance, and institutional success by creating supportive, motivated, and goal-oriented school environments that drive continuous improvement in educational outcomes (Ginanjar et al., 2024; Andriadi and Sulistiyo, 2024; Ramos, 2024).

3. Methodology

Research Design

This study employed a quantitative-correlational research design to investigate the impact of transformational leadership practices on academic excellence in public elementary schools. The correlational approach was suitable for determining the strength and direction of the relationship between transformational leadership and academic excellence, which encompasses factors such as learners' achievement, school heads' performance, and overall institutional success. The research design should be carefully developed to ensure the results are valid and reliable.

Participants

In this study, all one hundred fifty (150) school heads and three hundred (300) teachers from the 1st Legislative District of Misamis Oriental were selected as respondents to provide insights into transformational leadership and its impact on academic excellence, ensuring representation across various school sizes and locations.

Teachers acted as assessors of their school heads' leadership, providing impartial insights on its influence on academic outcomes. Their assessments of the four dimensions of transformational leadership enable a thorough analysis of its correlation with perceived academic excellence.

Data Collection

The study used a two-part questionnaire to gather data on transformational leadership practices and academic excellence. The first part focused on four dimensions of transformational leadership, namely idealized influence, inspirational motivation, intellectual stimulation, and individual consideration, with indicators adapted and modified into a researcher made tool using a four-point scale ranging from at all times to never. The second part assessed academic excellence in terms of learner achievement, school head performance, and institutional success, using a five-point scale from outstanding to did not meet expectations. The questionnaire was designed to capture the perspectives of school heads and teachers who directly observe and experience the effects of leadership practices on school performance, providing relevant data on academic excellence in the First Legislative District of Misamis Oriental.

Data Analysis

Having recorded the data gathered in the study, the researcher used the following statistical tools. Descriptive statistics such as mean and standard deviation were used to summarize and describe the variables in the study. Moreover, Pearson Product-Moment Correlation (r) was utilized to determine the relationship between the independent and dependent variables of the study.

1. Results and Discussions

Problem 1. How do School Head-Respondents practice transformational leadership in terms of idealized influence, inspirational motivation, intellectual stimulation, and individual consideration?

Table 1
Summary Distribution of School Head-Respondents' Transformational Leadership Practices

Variable	Mean	SD	Interpretation
Idealized Influence	3.70	0.45	Highly Practiced
Inspirational Motivation	3.68	0.46	Highly Practiced
Intellectual Stimulation	3.64	0.49	Highly Practiced
Individual Consideration	3.72	0.45	Highly Practiced
Overall	3.68	0.46	Highly Practiced

Table 1 presents the summary results of the School Head Respondents' Level of Practice in Transformational Leadership, showing an overall mean of 3.68, interpreted as highly practiced. This indicates that school heads consistently demonstrate transformational leadership through idealized influence, inspirational motivation, intellectual stimulation, and individual consideration. They model integrity, motivate teachers toward shared goals, support professional growth, and foster a collaborative and learner centered school environment aligned with DepEd standards. These practices contribute to improved teaching performance, stronger teacher engagement, and better learning outcomes while also promoting creativity, teamwork, and sustained school improvement.

Among the four dimensions, Individual Consideration obtained the highest mean, indicating that school heads strongly prioritize mentoring, coaching, and addressing the individual needs and development of teachers. This reflects consistent support for teacher growth and high agreement among respondents. In contrast, Intellectual Stimulation recorded the lowest mean, though still highly practiced, suggesting that encouraging innovation, critical thinking, and creative teaching strategies is less consistent across schools and varies depending on leadership experience and access to professional development. Overall, the results suggest that strengthening intellectual stimulation may further enhance teacher motivation, innovation, and learner engagement.

Problem 2. How do the Teacher Respondents assess School Heads' transformational leadership practices based on idealized influence, inspirational motivation, intellectual stimulation, and individual consideration?

Table 2
Summary Distribution of Teachers' Assessment of their School Heads' Level of Transformational Leadership Practices

Variable	Mean	SD	Interpretation
Idealized Influence	3.65	0.46	Highly Practiced
Inspirational Motivation	3.59	0.49	Highly Practiced
Intellectual Stimulation	3.59	0.50	Highly Practiced
Individual Consideration	3.67	0.47	Highly Practiced
Overall	3.62	0.48	Highly Practiced

Table 2 presents the summary distribution of teachers' assessment of their school heads' transformational leadership practices. The overall mean of 3.62 with a standard deviation of 0.48 is interpreted as highly practiced, indicating that school heads are consistently perceived as demonstrating strong transformational leadership across idealized influence, inspirational motivation, intellectual stimulation, and individual consideration. Teachers view their school heads as role models who build trust, communicate vision, encourage innovation, and provide individualized support. The low standard deviation further shows that responses are closely clustered, reflecting a shared and consistent perception of effective leadership within the school.

Among the four dimensions, individual consideration obtained the highest mean of 3.67, showing that school heads are particularly strong in providing personalized support, mentoring, and recognizing teacher contributions, which enhances motivation, trust, and professional growth. Inspirational motivation and intellectual stimulation both obtained a mean of 3.59, indicating that while school heads generally inspire teachers and promote critical thinking, there are slight variations in how consistently these practices are experienced. Overall, the findings show that transformational leadership is highly practiced, with school heads perceived as supportive and visionary leaders who foster a positive, collaborative, and growth-oriented school environment.

Problem 3. How do the school head-respondents assess the level of academic excellence with regard to learners' achievement, school heads' performance, and institutional success?

Table 3
Summary of School Head-Respondents' Assessment on Academic Excellence

Variable	Mean	SD	Interpretation
Learner Achievement	3.67	0.46	High
School Heads' Performance	3.67	0.44	High
Institutional Success	3.63	0.46	High
Overall	3.65	0.45	High

Table 3 presents the summary of school heads' assessment of academic excellence in terms of learner achievement, school heads' performance, and institutional success. The overall mean of 3.65 with a standard deviation of 0.45 is interpreted as high, indicating that academic excellence in schools is generally strong. This means that school heads perceive positive performance across student outcomes, leadership effectiveness, and institutional development. The low standard deviation shows that responses are closely clustered, reflecting consistent perceptions among school heads regarding academic excellence. Overall, this suggests that strong leadership, clear direction, and collaborative school practices contribute to a well aligned and effective learning environment.

Among the indicators, learner achievement and school heads' performance both obtained the highest mean of 3.67, showing that learners are meeting expected standards and that school heads demonstrate strong administrative and instructional leadership. These results indicate that effective teaching practices and leadership strategies support both student learning and teacher development. Institutional success obtained the lowest mean of 3.63 but is still interpreted as high, suggesting that schools are effectively implementing

policies and maintaining successful governance systems. Overall, the findings show that academic excellence is consistently observed across all areas, supported by competent leadership, collaboration, and a shared commitment to school improvement.

Problem 4. How do the teacher-respondents assess the academic excellence in school considering learner achievement, school heads’ performance, and institutional success?

Table 4
Summary Distribution of Teacher-Respondents’ Assessment on the Level of Academic Excellence

Variable	Mean	SD	Interpretation
Learner Achievement	3.65	0.45	High
School Heads’ Performance	3.63	0.46	High
Institutional Success	3.67	0.45	High
Overall	3.65	0.46	High

Table 4 shows that teachers rated the level of academic excellence in their schools as high across all domains, with an overall mean of 3.65 and a standard deviation of 0.46. This means that teachers consistently perceive their schools as demonstrating very satisfactory performance in learner outcomes, leadership effectiveness, and institutional achievements. The low standard deviation further indicates a strong agreement among teachers, suggesting that perceptions are stable and consistent across respondents. This reflects well established practices that support academic excellence, including effective leadership, sound instructional strategies, and coordinated institutional efforts.

Among the indicators, institutional success obtained the highest mean of 3.67 with a standard deviation of 0.45, showing that schools are highly effective in implementing programs, governance, and policy alignment. This means that institutional systems are functioning well and are experienced consistently by teachers. School heads’ performance obtained the lowest mean of 3.63 with a standard deviation of 0.46, though still interpreted as high, indicating that leadership is effective but slightly less strong compared to other areas. Overall, the findings suggest that academic excellence is sustained through strong institutional structures and leadership practices, with continuous leadership development needed to further enhance instructional support and ensure even more consistent school improvement.

Problem 5. Is there a significant relationship between the school head-respondents’ transformational leadership practices and their assessment of academic excellence?

Table 5
Result of the Test on the Relationship Between School Head-Respondents’ Transformational Leadership Practices and Their Assessment of Academic Excellence

Transformational Leadership	Academic Excellence			Overall r-value p-value interpretation
	Learners’ Achievement	School Heads’ Performance	Institutional Success	
	r-value	r-value	r-value	

	p-value interpretation	p-value interpretation	p-value interpretation	p-value interpretation
Idealized Influence	0.545 <0.001 S	0.512 <0.001 S	0.554 <0.001 S	0.609 <0.001 S
Inspirational Motivation	0.468 <0.001 S	0.478 <0.001 S	0.491 <0.001 S	0.541 <0.001 S
Intellectual Stimulation	0.645 <0.001 S	0.664 <0.001 S	0.632 <0.001 S	0.730 <0.001 S
Individual Consideration	0.726 <0.001 S	0.746 <0.001 S	0.627 <0.001 S	0.789 <0.001 S

Table 5 presents the results on the relationship between transformational leadership practices and academic excellence. The findings show that all dimensions of transformational leadership are significantly related to academic excellence, as indicated by correlation values below 0.5 and p-values less than 0.001, leading to the rejection of the null hypothesis. This means that stronger transformational leadership practices among school heads are associated with better academic outcomes. Specifically, when school heads demonstrate idealized influence, inspirational motivation, intellectual stimulation, and individual consideration, they help create a positive school environment that enhances teacher performance, student engagement, and overall institutional effectiveness. The results suggest that transformational leadership plays a direct and meaningful role in improving academic success by fostering motivation, collaboration, innovation, and support within schools.

Among the leadership dimensions, individual consideration showed the strongest relationship with academic excellence, followed by intellectual stimulation and idealized influence, while inspirational motivation had the weakest but still significant relationship. This means that personalized support, encouragement of creativity, and role modeling are key drivers of school success, while motivation alone is less effective without stronger leadership support systems. Overall, the findings highlight that transformational leadership contributes to a positive school culture where teachers feel empowered and supported, leading to improved instructional practices and better learner outcomes. Schools led by transformational leaders are more likely to achieve sustained academic excellence through collaboration, trust, and continuous professional growth.

Problem 6. Is there a significant relationship between the teacher-respondents’ assessment of school head-respondents’ transformational leadership practices and their assessment of academic excellence?

Table 6

Result of the Test on the Relationship Between Teacher-Respondents’ Assessment of School Head-Respondents’ on Transformational Leadership Practices and Their Assessment of Academic Excellence

Transformational Leadership	Academic Excellence			Overall r-value p-value interpretation
	Learners’ Achievement	School Heads’ Performance	Institutional Success	
	r-value p-value interpretation	r-value p-value interpretation	r-value p-value interpretation	
Idealized Influence	0.606 <0.001 S	0.620 <0.001 S	0.558 <0.001 S	0.667 <0.001 S
Inspirational Motivation	0.629 <0.001 S	0.540 <0.001 S	0.603 <0.001 S	0.663 <0.001 S
Intellectual Stimulation	0.573 <0.001 S	0.581 <0.001 S	0.594 <0.001 S	0.653 <0.001 S
Individual Consideration	0.627 <0.001 S	0.550 <0.001 S	0.566 <0.001 S	0.652 <0.001 S

Table 6 presents the relationship between teachers’ ratings of school heads’ transformational leadership and academic excellence. The results show that all dimensions of transformational leadership have a significant positive relationship with academic excellence, with correlation values ranging from 0.540 to 0.667 and p-values less than 0.001, leading to the rejection of the null hypothesis. This means that stronger transformational leadership practices are associated with better academic outcomes. When school heads demonstrate idealized influence, inspirational motivation, intellectual stimulation, and individual consideration, they create a positive school environment that enhances teacher motivation, engagement, and performance, which in turn improves student achievement and institutional success.

Among the leadership dimensions, idealized influence and inspirational motivation showed the strongest relationships with academic excellence, highlighting the importance of role modeling and vision-driven leadership in improving school performance. Intellectual stimulation and individual consideration also showed significant relationships, emphasizing the value of encouraging innovation and providing

personalized support to teachers. Overall, the findings confirm that transformational leadership collectively contributes to a culture of excellence in schools by fostering collaboration, trust, professional growth, and shared commitment to academic success among teachers and learners.

4. Conclusion and Recommendations

Conclusion

This study concludes that school heads in public elementary schools in the 1st Legislative District of Misamis Oriental consistently demonstrate transformational leadership across the four key dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individual consideration. These leadership practices are widely perceived by both school heads and teachers as contributing positively to academic excellence, including improved learner achievement, enhanced teacher performance, and strengthened institutional outcomes. Notably, idealized influence and individual consideration emerged as the most impactful dimensions, as they cultivate trust, respect, and motivation among teachers.

Furthermore, the study established a significant positive relationship between transformational leadership and academic excellence. When school heads act as role models, inspire a shared vision, promote critical thinking, and provide individualized support, they foster higher levels of teacher engagement and improved learner performance. Teachers become more motivated and collaborative when leaders demonstrate genuine concern and professional guidance.

Overall, the findings affirm that transformational leadership is a vital determinant of sustained academic excellence in public elementary schools. By strengthening instructional quality, institutional effectiveness, and a culture of collaboration and support, transformational leadership serves as a foundational driver of long-term school success.

Recommendations

Based on the results of the study, the following are recommended:

1. School heads should strengthen intellectual stimulation by promoting innovative, reflective, and research based teaching practices and encouraging collaboration through Learning Action Cells to improve instruction and institutional outcomes.
2. School heads should enhance inspirational motivation by clearly communicating the school vision, strengthening recognition systems, and improving skills in motivational leadership and emotional intelligence.
3. School heads should improve institutional success through strategic planning, regular monitoring, data driven decision making, and active involvement of teachers, parents, and stakeholders in school initiatives.
4. School heads should enhance overall performance by strengthening instructional leadership, resource management, stakeholder engagement, and continuous professional development to sustain academic excellence.
5. School officials should further develop transformational leadership competencies such as idealized influence, inspirational motivation, intellectual stimulation, and individual consideration through coaching, inclusive practices, and innovation support.
6. DepEd officials are encouraged to further examine the effects of transformational leadership alongside teacher motivation, commitment, and school climate to guide future policies and programs.

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