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Transformational Leadership Strategies in Public Elementary Schools in Koronadal City: A Comprehensive Analysis of Leadership Dimensions

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Abstract

This research assesses the transformational leadership strategies of school leaders in public elementary schools in Koronadal City, Philippines. Rooted in Bass and Avolio's Transformational Leadership Theory, it handles four essential dimensions: idealized influence, inspiring motivation, intellectual stimulation, and individualized consideration. The study targets gaps in understanding transformative leadership techniques in underrepresented and resource-constrained contexts, notably in Koronadal City's school system. Employing a descriptive research approach, the study obtained data via a validated five-point Likert-scale survey given to 15 school leaders. A statistical analysis found that leaders successfully offered ethical role modeling and inspirational motivation, building employee trust and excitement. However, constraints were noted in producing attractive ideas and satisfying particular staff demands, stressing issues related to restricted resources and professional growth opportunities. These results correspond with worldwide studies underscoring the advantages of transformational leadership but emphasized the inherent limits of under-resourced conditions, such as resistance to change and lack of support networks. The research underlines the significance of specialized training programs, increased resource allocation, and context-sensitive leadership actions. Future research should embrace longitudinal designs and examine the integration of digital technologies to foster transformative methodologies. This research adds to the expanding body of evidences on transformational leadership, underscoring its important role in promoting creativity, cooperation, and improved educational achievement in resource-limited situations.

Keywords: transformational leadership, leadership strategies, public elementary schools, Philippine education, leadership dimensions

INTRODUCTION

Transformational leadership is an adaptable framework for supporting systemic change, increasing cooperation, and developing innovation inside enterprises. This method, built on Bass and Avolio's (1994) Transformational Leadership Theory, focuses on four crucial dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Education widely established transformational leadership as crucial in enhancing teacher effectiveness, promoting student success, and fostering supportive school climates. These attributes are particularly significant in public elementary schools, where resource limitations, diverse student needs, and evolving instructional requirements demand flexible and imaginative leadership (Yuda et al., 2023). This study explores the transformational leadership approaches utilized by school leaders in Koronadal City, Philippines – an area with limited research coverage.

The study addresses this need by giving realistic techniques to increase educational achievement and promote leadership effectiveness. Studies all around reveal how crucial transformational leadership is in the classroom. Marlina et al. (2023) stress how effectively it stimulates instructors to be innovative and critical thinkers, therefore generating unique teaching ways and boosting student performance. Likewise, Yusoff and Ismail (2021) stress how transformational leaders assist in establishing inclusive learning environments that boost teacher collaboration

and involvement. Similarly, Yusoff and Ismail (2021) underscore transformational leaders' role in fostering inclusive educational settings that promote teacher collaboration and engagement. However, most studies focus on Western contexts, leaving gaps in understanding its application in Asian and Philippine educational systems. These gaps are particularly evident in under-resourced areas like Koronadal City, where systemic challenges require tailored solutions.

By investigating transformational leadership in this unique context, this research contributes to a deeper understanding of its role in achieving educational success. Despite its proven benefits, implementing transformational leadership in public elementary schools faces significant hurdles. Adoption is often hindered by resource constraints, resistance to change, and conflicting policies (Gyimah, 2020). Additionally, public school teachers face heavy workloads, limited opportunities for professional development, and inadequate support systems, making it challenging to fully engage with transformational leadership initiatives (Putro et al., 2023). These problems underline the necessity for focused research to find meaningful answers. Hence, this research applied the four scopes of transformative leadership to identify practices that can enhance leaders' performance and teachers and student outcomes in Koronadal City's public elementary schools.

Existing research has studied numerous facets of transformative leadership, including its influence on teacher engagement, school culture, and student accomplishment. For example, Limanta (2023) explored how transformational leadership enhances teacher engagement and collaboration, while Koomson et al. (2022) studied its influence on organizational trust and innovation. However, these studies neglect the socio-cultural and economic variables affecting leadership practices in local contexts like Koronadal City. This research addresses this vacuum by presenting an in-depth review of transformational leadership strategies in

Koronadal City, yielding practical lessons for policymakers and educational leaders.

Neglecting this field of inquiry may have serious implications. Without a strong grasp of transformational leadership in Koronadal City's public elementary schools, measures to enhance leaders' performance and teachers' progress and student progress risk falling short. Moreover, the paucity of region-specific data promotes a one-size-fits-all approach to leadership development, usually failing to address the distinctive issues and potential within local contexts. By bridging these gaps, this research contributes scholarly knowledge on transformational leadership while offering a roadmap for improving educational practices and policies in Koronadal City.

In summary, this research addresses critical questions about the extent of transformational leadership strategies demonstrated by school leaders in Koronadal City. By addressing this considerable void in the literature, the study provides helpful insights for educational leaders, policymakers, and academics. Ultimately, it underscores the usefulness of transformational leadership as a catalyst for educational change, proving its potential to build more inclusive, innovative, and effective learning environments.

Conceptual Framework. This research was rooted in the transformational leadership paradigm of Bass and Avolio (1994). Transformational Leadership Theory stresses four important characteristics: idealized influence, inspiring motivation, intellectual stimulation, and customized attention. It emphasizes how leaders may encourage and convince followers to place communal aims over individual interests. This paradigm creates both leaders and followers, emphasizing collaboration, innovation, and devotion. It is particularly effective during times of major transformation owing to its flexibility and focus on harmonizing individual and organizational aims.

Statement of the Problem. Generally, the study aims to investigate the transformational

leadership strategies in a public elementary school in Koronadal District, Koronadal City, Philippines. Specifically, the study seeks to answer the following questions:

1. What is the level of transformational leadership strategies exhibited by school leaders in public elementary school in Koronadal District in terms of;
   1.1. Idealized Influence
   1.2. Inspirational Motivation
   1.3. Intellectual Stimulation, and
   1.4. Individualized Consideration?

Significance of the Study. The study will help to gain a depth of information concerning transformational leadership practices of school leaders among public elementary schools in Koronadal City, specifically the dimension of idealized influence, inspirational motivation, intellectual stimulation, and individual consideration. It will also fill a gap in knowledge by clarifying the role of transformational leadership in contexts that are typically underrepresented or represented with limited definitions and scope, namely those within resource-constrained educational settings like those typical of Koronadal City. Results from the study will lay the groundwork for developing context-sensitive training curricula and policy recommendations aimed at increasing leadership capacity and addressing specific resource constraints or professional development needs. Through this work, stakeholders, including educators and policymakers alike, will gain insight into how a focus on local context can drive improvements in school effectiveness and equity. It will inform the over-development of leadership to meet systemic struggles and further the improvement of education in such environments. The idea here is that transformational leadership helps to create innovation, cooperation, and learning—which will presumably lead to better outcomes in the end; the investigation then hope that this research sheds some light under the lens of transformational leadership.

LITERATURES

Introduction to Transformational Leadership. Transformational leadership is a dynamic way of guiding individuals and organizations toward attaining their greatest potential. It emphasizes four fundamental components: idealized influence (leaders serving as role models), inspirational motivation (articulating a fascinating vision), intellectual stimulation (encouraging creativity and critical thinking), and individualized consideration (addressing specific follower needs). Unlike transactional leadership, which focuses on transactions, or laissez-faire leadership, which is marked by minimal monitoring, transformational leaders promote true change. Grounded on Bass and Avolio's (1994) Transformational Leadership Theory, this strategy is immensely influential in education. In public elementary schools, transformational leadership generates innovation, teamwork, and a supportive climate essential for student and staff success.

Transformational Leadership in the Educational Context. Transformational leadership has grown as an important paradigm in educational research, giving strategies to overcome contemporary issues in schools. Defined by charismatic influence, inspirational motivation, intellectual stimulation, and individual consideration, this leadership style encourages collaboration, innovation, and adaptability. It promotes school culture, improves teacher effectiveness, and pushes student accomplishment, addressing structural impediments including resource limits and student outcomes (Yuda et al., 2023). This narrative review synthesizes current research on transformational leadership in education, focusing on its traits, impacts, and barriers. The study addresses three questions: the defining features and consequences of transformational leadership, shifting research trends, and present gaps with future directions. Only empirical and theoretical research relating to education was considered, guaranteeing focus and credibility.

Transformational leadership is characterized by four basic components. Idealized influence (charismatic leadership) creates confidence and collaboration via democratic decision-making, uniting workers with similar goals (Yuda et al., 2023). Inspirational motivation allows leaders to establish a vision that encourages collective success (Putro et al., 2023). Intellectual stimulation supports innovative instructional techniques and problem-solving, enabling teacher growth and increased student performance (Marlina et al., 2023). Individualized consideration meets particular instructor needs via mentorship and targeted help, enhancing satisfaction and retention (Gyimah, 2020). Research consistently underlines its beneficial effect on teacher and student performance. Supportive work settings and professional development opportunities boost teacher engagement and innovation, leading to greater student achievements (Aulia et al., 2023; Nisar et al., 2020). Transformational leadership fosters inclusive educational environments, enhancing collaboration and shared vision, which indirectly increases student performance, particularly in under-resourced and diverse settings (Putro et al., 2023; Yusoff & Ismail, 2021).

However, problems prohibit its implementation. Limited resources, resistance to change, and conflicting policies provide problems, especially in socioeconomically disadvantaged or centralized educational institutions (Gyimah, 2020; Yuda et al., 2023). The reliance on cross-sectional research inhibits knowledge of long-term impacts. Moreover, the scarcity of region-specific research, such as in Koronadal City, constrains the contextualization of behaviors.

Impact of Transformational Leadership on Employee Performance. Transformational leadership has evolved as a main technique for boosting employee performance in educational settings, concentrating, inspiring, and motivating people, supporting innovation, and establishing trust. By promoting shared vision, teamwork, and empowerment, this leadership style effectively handles the obstacles of current education (Gyimah, 2020). This review assesses the influence of transformational leadership on employee performance, explores trends and patterns in relevant research, and discovers gaps with implications for future studies.

Research demonstrates that transformational leadership strongly improves employee performance by increasing trust, collaboration, and innovation. Charismatic influence and intellectual stimulation are vital in building a work culture that fosters motivation and professional success. For example, Koomson et al. (2022) found that charismatic leaders motivate workers to align efforts with business goals, boosting commitment and performance. Similarly, Limanta (2023) discovered that transformational leadership increases employee performance directly and indirectly via organizational commitment and collaboration. Teachers under such leaders are more likely to adopt new techniques, engage in professional development, and sense job satisfaction, leading to greater educational achievement.

Key issues in the study include the relevance of mediators, including self-efficacy, work environment, and organizational culture, in improving the link between transformational leadership and performance results (Koomson et al., 2022). Another topic is the adaptation of transformational leadership across diverse settings. Gyimah (2020) stressed how cultural and economic components affect leadership effectiveness, particularly in resource-constrained circumstances. Moreover, studies increasingly explore how transformational strategies complement other leadership styles, including transactional and instructional approaches, to increase employee performance. Despite these improvements, fundamental constraints restrict the complete awareness of transformational leadership's influence. A fundamental drawback is the emphasis on cross-sectional studies, which fail to represent long-term effects. Longitudinal research is necessary to establish the sustainability of transformational leadership outcomes throughout time (Gyimah, 2020). Another gap occurs in the paucity of region-specific research, particularly in impoverished

areas or heterogeneous educational systems. Additionally, less effort has been paid to integrating technology into transformational leadership practices, despite its potential to boost communication, cooperation, and performance monitoring.

Addressing these gaps is crucial. Future research should concentrate on longitudinal studies, region-specific inquiries, and the use of technology in leadership practices. These projects may reveal profound insights into transformational leadership, enabling educators and politicians to personalize responses to unique conditions and obstacles. Transformational leadership, with its emphasis on inspiration, cooperation, and innovation, is crucial for achieving continual gains in employee performance and educational success.

Strategies for Enhancing Transformational Leadership in Schools. Transformational leadership is a basic approach in educational administration, emphasizing motivation, teamwork, and innovation to manage the complexity of modern schooling. By promoting professional development and a unified vision, it helps school leaders to promote healthy, inclusive environments. This review covers strategies to develop transformational leadership qualities, assesses existing trends, and identifies gaps with implications for future study.

Key strategies to promote transformative leadership include systematic training, mentorship, and supportive corporate cultures. Training programs emphasizing fundamental leadership principles and collaborative learning considerably boost leaders' effectiveness by improving talents in motivation, decision-making, and conflict resolution (Nisar et al., 2020). Mentorship and professional development, such as forums for idea exchange among leaders, further aid transformational techniques (Guavis et al., 2023). Additionally, developing participatory decision-making processes and settings of trust empowers teachers and fosters the adoption of transformational leadership approaches

(Yusoff & Ismail, 2021). Stakeholder engagement, trust, and cultural involvement all play key roles, as proven in leadership efforts related to community and cultural values (Subandi et al., 2021).

Emerging themes in research include the integration of creative and collaborative approaches adapted to specific educational contexts. Professional development programs increasingly mix digital technology for communication, performance tracking, and knowledge exchange, making them vital for current leadership (Guavis et al., 2023). Additionally, policy-driven initiatives, such as compulsory training programs under projects like the Malaysia Education Development Plan, underscore the value of structured frameworks in enhancing teacher satisfaction and school climate (Yusoff & Ismail, 2021).

In summary, transformational leadership is a dynamic style of teaching, that focuses on idealized influence, inspirational motivation, intellectual stimulation, and tailored attention. Rooted in Bass and Avolio's Transformational Leadership Theory, it stimulates creativity, cooperation, and a healthy school culture crucial for solving systemic challenges like resource restrictions and varied student needs (Yuda et al., 2023). Leaders generate trust, engage teachers in professional development, and promote shared visions, leading to enhanced teacher and student performance (Putro et al., 2023; Gyimah, 2020).

Effective strategies for fostering transformational leadership include systematic training, mentorship, and supportive settings. Training programs increase skills in decision-making and conflict resolution, while mentoring and collaborative platforms allow leaders to change techniques (Nisar et al., 2020; Guavis et al., 2023). Participatory decision-making and stakeholder participation enhance adoption, empowering teachers and establishing inclusive school climates (Yusoff & Ismail, 2021; Subandi et al., 2021). Emerging developments include digital technology and policy-driven initiatives like the Malaysia Education Development Plan, which enhance

communication and teacher satisfaction (Guavis et al., 2023; Yusoff & Ismail, 2021). However, drawbacks persist, including limited longitudinal studies, minimal region-specific research, and underexplored technological integration (Gyimah, 2020). Addressing these gaps may boost transformational leadership strategies, allowing enduring increases in teacher performance, student outcomes, and school culture.

METHODS

Research Design. This study employed a descriptive research design. This design was used to describe and examine the transformational leadership strategies in a public elementary school in Koronadal District.

Population and Sampling. The study was conducted and limited to six (6) schools, one (1) medium, and five (5) small public elementary schools in Koronadal District, Koronadal City, Philippines. This focus allows for an in-depth understanding of educational contexts influencing leadership strategies within these specific public elementary schools. A complete enumeration sampling was utilized to gather respondents, ensuring that all leaders within the specified schools were included in the sample. This method aims to provide a comprehensive representation of the population, minimizing sampling bias and allowing for a thorough exploration of the study's focus areas. There were Fifteen (15) leaders from selected public elementary school in Koronadal District, Koronadal City, Philippines who participated in the study; six (6) from medium school, and nine (9) from five (5) small schools.

Instrumentation. The study utilized a validated five-point Likert-scale (Pimentel, 2010) survey questionnaire adapted according to the context of the research. The survey measured one (1) primary aspect - the Transformational leadership strategies of the respondents. For the scale range and respective interpretation of the scale, please see table 1. Developed questions assessed the perceived leadership strategies in idealized influence, inspirational

motivation, intellectual stimulation, and individualized consideration of school leaders within public elementary schools in Koronadal District.

Table 1
5-Point Likert Scale, (Pimentel, 2010)

Legend	Qualitative Interpretation
1.00 – 1.79	Strongly Disagree
1.80 – 2.59	Disagree
2.60 – 3.39	Neither Agree nor Disagree
3.40 – 4.19	Agree
4.20 – 5.00	Strongly Agree

Data Analysis. Appropriate statistical tools were applied to analyze the data acquired. Means and standard deviations were applied to measure the level of transformational leadership strategies, including idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration.

RESULTS

Table 2
Descriptive Analysis of Transformational Leadership Strategies in terms of Idealized Influence

Indicator	Mean	SD	Interpretation
Q1: School leaders demonstrate ethical conduct in their professional contacts.	4.07	0.594	Agree
Q2: School leaders work as exemplars by exemplifying the beliefs and behaviors they support among their people.	4.33	0.617	Strongly Agree
Q3: School leaders establish trust and respect based on their leadership actions.	4.20	0.414	Strongly Agree
Q4: School leaders develop congruence with the school vision through their behaviors.	3.93	0.258	Agree
Q5: The selfless dedication of school leaders to collective objectives engenders respect and imitation among teachers.	3.67	0.488	Agree
Grand Mean	4.04	0.241	Agree

The interpretation of the responses in leadership strategies in terms of idealized influence is shown in Table 2. The scores of five indicators come within the range of "agree" with a grand mean score across all the criteria of 4.04 (SD = 0.241). Generally, the leaders serve as respected and ethical role models, supporting the mission. However, variation across several parameters suggests possibilities for development, particularly in consistency and school goal compliance.

Table 3

Descriptive Analysis of Transformational Leadership Strategies in terms of Inspirational Motivation

	Mean	SD	Interpretation
Q1: School leaders establish a compelling and inspirational vision for the future that pushes personnel to strive toward shared objectives.	3.80	0.414	Agree
Q2: School leaders successfully employ stories, analogies, or instances to develop dedication and excitement among employees.	4.60	0.507	Strongly Agree
Q3: School leaders display optimism and enthusiasm that generates a sense of purpose among personnel.	4.00	0.000	Agree
Q4: School leaders develop a common sense of purpose and meaning for work and organizational goals.	4.07	0.458	Agree
Q5: School leaders' motivating techniques urge employees to commit to accomplishing corporate objectives	4.10	0.409	Agree
Grand Mean	4.11	0.260	Agree

The interpretation of the responses in leadership strategies in terms of inspirational motivation is shown in Table 3. The scores of four indicators come within the range of "agree," whereas item two falls under the interval "strongly agree." The grand mean score is 4.11 (SD = 0.260), suggesting that school leaders are typically successful in applying inspirational motivation approaches, particularly in leveraging tales and analogies to build excitement and dedication. However, there is less consensus on creating an inspirational vision, suggesting room for development.

Table 4

Descriptive Analysis of Transformational Leadership Strategies in terms of Intellectual Simulation

	Mean	SD	Interpretation
Q1: School leaders combat preconceptions and urge employees to think critically about new approaches.	3.67	0.617	Agree
Q2: School leaders support innovation by fostering creativity and encouraging new ideas among staff.	4.20	0.414	Strongly Agree
Q3: School leaders establish an atmosphere where flaws are considered learning opportunities for development and progress.	3.93	0.258	Agree
Q4: School leaders advise individuals to actively address challenges and explore new methods.	3.67	0.488	Agree
Q5: School leaders deliberately cultivate a culture of critical thinking and intellectual curiosity.	3.73	0.458	Agree
Grand Mean	3.87	0.203	Agree

The interpretation of the responses in leadership strategies in terms of intellectual simulation is shown in Table 4. The scores of four indicators come within the range of "agree," whereas item two falls under the interval "strongly agree." The grand mean score of 3.87 (SD = 0.203) means that, on average, while school leaders are typically competent in generating intellectual stimulation, there is

significant variety in their abilities to question assumptions and stimulate problem-solving. Leaders are more successful in promoting innovation.

Table 5

Descriptive Analysis of Transformational Leadership Strategies in terms of Individual Consideration

	Mean	SD	Interpretation
Q1: School leaders give tailored aid to staff members, addressing their needs and problems.	3.53	0.516	Agree
Q2: School leaders recognize the individual abilities and ambitions of each staff member and consider them in decision-making.	4.60	0.507	Agree
Q3: School leaders carefully listen to individuals and display empathy in resolving their professional and personal difficulties.	4.00	0.000	Agree
Q4: School leaders coach personnel by delivering development chances relevant to individual growth.	4.07	0.458	Agree
Q5: School leaders regularly meet the personal and professional development goals of people.	4.00	0.378	Agree
Grand Mean	4.04	0.135	Agree

The interpretation of the responses in leadership strategies in terms of individual consideration is shown in Table 5. The scores of five indicators come within the range of "agree," with a grand mean score across all the criteria of 4.04 (SD = 0.135) showing that school leaders display outstanding individual care by recognizing talents and objectives and offering development possibilities, but have a lower score for targeted help, demonstrating they need to strengthen their plan to address staff needs and difficulties.

DISCUSSION

The discussion section of this study synthesizes the results and contextualizes them within the broader scope of transformational leadership research. The results support the basic concept that transformational leadership strategies, combining idealized influence, inspirational motivation, intellectual stimulation, and tailored attention, positively enhance school environments and staff performance. While the findings demonstrate substantial strengths in leadership tactics, they also highlight areas for growth, particularly in establishing compelling visions and addressing individual staff needs.

This finding aligned with existing literature that stresses the advantage of transformational leadership in educational situations. The

researches of Marlina et al. (2023) and Yusoff and Ismail (2021) has consistently proved that transformational leadership increases teacher effectiveness by fostering innovation and inclusivity. The outstanding performance of school leaders in Koronadal City regarding idealized influence and motivating motivation verifies these conclusions. Leaders exhibited the potential to operate as ethical role models and to inspire devotion among staff, consistent with Limanta's (2023) assertion that these features encourage collaboration and commitment.

However, there were major disparities in the efficacy of intellectual stimulation and tailored attention. While leaders were adept at promoting innovation, as evidenced by strong scores in generating creativity, there were gaps in addressing particular staff requirements consistently. This complexity reflects concerns noted by Gyimah (2020), particularly in resource-constrained situations like Koronadal City, where structural constraints such as limited cash and unwillingness to change hinder the full realization of leadership potential. These findings diverge slightly from studies in well-resourced contexts, such as Yuda et al. (2023), where such restrictions are less evident.

The study's limitations must also be addressed. The cross-sectional technique, despite offering a picture of leadership behaviors, does not capture the long-term repercussions of transformational methods. Future longitudinal studies could reveal insights into how these behaviors alter over time. Additionally, the small sample size of 15 school leaders hinders the generalizability of the findings beyond the local setting of Koronadal City. Moreover, the reliance on self-reported data increases the prospect of social desirability bias, where respondents might have overstated their effectiveness.

Despite these limits, the conclusions have substantial theoretical and practical ramifications. Theoretically, the study enriches the understanding of transformational leadership in underrepresented places, filling a

significant gap in the literature. It underlines the need for contextualizing leadership strategies to reflect local socio-economic and cultural realities. Practically, the findings underline the importance of concentrated professional development efforts and legislative aid to address particular difficulties in motivating motivation and specialized attention.

To elaborate on these insights, various recommendations are provided. Policymakers and educational institutions should establish localized leadership training programs adapted to the difficulties experienced by school leaders in resource-constrained locations. These programs should focus on vision-setting and targeted help techniques to solve the identified limitations. Regular training and mentorship opportunities may further educate leaders with the abilities necessary to promote intellectual stimulation and generate innovation. Mentorship, as mentioned by Guavis et al. (2023), may serve as a critical tool in bridging leadership shortcomings. Furthermore, government and educational authorities must prioritize resource allocation to public primary schools, ensuring that leaders have the tools necessary to implement transformational programs effectively.

Finally, future research should address the abovementioned constraints by adopting longitudinal designs to explore the durability of leadership advantages and extending samples to incorporate various locales and educational levels. Additionally, research should explore the integration of digital technology in transformational leadership practices, assessing their potential to increase communication, cooperation, and performance monitoring. These steps will ensure that transformational leadership continues to thrive as a dynamic and effective way of promoting educational achievement, particularly in disadvantaged and resource-constrained situations like Koronadal City. By addressing these proposals, the study opens the route for more inclusive, innovative, and effective educational environments.

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