

Interplay Between Transformational Leadership Strategies and Employee Performance in Public Elementary Schools in Koronadal City, Philippines

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Abstract

This paper investigates the correlation between transformational leadership strategies and employee performance in public elementary schools in Koronadal City, Philippines. Considered as an effective approach for enhancing organizational performance, transformational leadership is defined by idealistic influence, inspirational enthusiasm, intellectual stimulation, and individualized consideration. Still, its particular impact on employee performance in rural schools, particularly in settings with limited resources, remains meagerly investigated. To explore these phenomena, some 148 staff members and 26 school administrators from eight public elementary schools filled out a standardized Likert scale questionnaire in order to elicit the required data for this correlational research study. Results indicated that transformational leadership strategies were, generally, rated positively, with administrators demonstrating strong ethical leadership, inspiration, and individual support. Similarly, staff performance received high ratings, particularly in areas such as instructional effectiveness, professional competence, work ethics, and contributions to student development. However, transformative leadership strategies indicated no significant correlation with employee performance, as revealed by a correlation analysis $r = -0.08$, $p = 0.579$). These findings contradict the assumption that transformative leadership is always advantageous in all kinds of educational settings by showing that some leadership styles might be more suitable for some conditions. This study emphasized the impact of institutional constraints, cultural concerns, and leadership diversity on employee performance. It provides important information for legislators and school administrators to help them create leadership plans tailored to the particular needs of rural schools. The study also enhanced the understanding of the interactions among job satisfaction, motivation, and leadership styles within educational institutions.

Keywords: transformational leadership, public elementary school administration, leadership strategies, educational management



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INTRODUCTION

A common and effective leadership approach, transformational leadership motivates people to go beyond their usual limits. It calls on leaders to inspire subordinates through vision, trust, and outstanding behavior. Bass and Avolio (1994) define transformational leadership by four basic elements: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Transformational leadership is extensively employed in business, healthcare, government, and education. This leadership style helps increase innovation, drive, and company efficiency. Hence, governments have adopted this to promote openness, trust, and policy

effectiveness. In education, transformational leadership addresses school challenges, especially in underserved areas. Emerging in the late 20th century, transformational leadership tackled rigid, hierarchical educational management systems. Educational leaders using this approach motivate employees and help them reach common goals. It improves student learning, encourages teacher collaboration, and supports positive school settings. Unlike traditional management that stresses control, transformational leadership inspires teachers to actively improve their schools.

There is a strong link between academic performance and transformational leadership.

Marlina et al. (2023) found that in public elementary schools, transformational leadership significantly improves teacher motivation and performance. Leaders who inspire, encourage innovation, and offer personal support cultivate happier, more effective teachers. Similarly, Gyimah (2020) also found that in economically disadvantaged schools, transformational leadership boosts teacher satisfaction and student achievement. Teachers working under transformational leaders show greater dedication, creativity, and stronger school performance. However, critical gaps remain. Many studies rely on cross-sectional data, focusing only on short-term effects. Questions about long-term outcomes in institutional growth and teacher development remain unanswered. Moreover, most studies focus on affluent, urban settings, overlooking rural and resource-limited areas. Research remains scarce on transformational leadership in economically constrained, culturally diverse places like Koronadal City, Philippines.

This study therefore explores how transformational leadership strategies relate to employee performance in public elementary schools in Koronadal City. It seeks to determine if transformational leadership enhances instructional effectiveness, professional growth, and student achievement. By closing this gap, the study offers important new perspectives to teachers, politicians, and educational leaders. It provides evidence-based recommendations to improve educational outcomes and school leadership in resource-constrained environments.

Statement of the Problem. With the aim to generally investigate the association between transformational leadership strategies and employee performance in selected public elementary schools in Koronadal City, the study therefore seeks to address the following questions:

1. What is the level of transformational leadership strategies exhibited by school leaders in public elementary schools in Koronadal City in terms of:
 - 1.1 Idealized Influence;

- 1.2 Inspirational Motivation;
- 1.3 Intellectual Stimulation; and,
- 1.4 Individualized Consideration?

2. To what extent is the employee performance among public elementary schools in Koronadal City concerning:
 - 2.1 Instructional Effectiveness;
 - 2.2 Professional Competence;
 - 2.3 Work Ethics; and,
 - 2.4 Contribution to Student Achievement?
3. Is there a significant association between transformational leadership strategies and employee performance in selected public elementary schools within Koronadal City?

Hypothesis. At the 0.05 level of significance, the study hypothesized that there is no significant association between transformational leadership strategies and employee performance in selected public elementary schools in Koronadal City.

Conceptual Framework. This study is anchored in Bass and Avolio's (1994) "Transformational Leadership Theory" which posits that leaders can inspire subordinates to exceed expectations by reshaping their moral and ethical perspectives. This theory operates through four key elements:

1. *Idealized Influence.* Leaders act as role models, fostering trust, dependability, and ethical decision-making.
2. *Inspirational Motivation.* Leaders articulate a compelling vision that inspires commitment and enthusiasm among employees.
3. *Intellectual Stimulation.* Leaders encourage creativity, problem-solving, and analytical thinking, fostering a culture of continuous improvement.
4. *Individualized Consideration.* Leaders recognize and address the unique needs, strengths, and aspirations of each follower.

The theory serves as a guiding framework for the study, emphasizing the role of leadership in

fostering organizational success through motivation, vision, and individualized support. By applying these principles, this study seeks to explore the relationship between transformational leadership strategies and employee performance in public elementary schools, particularly in a low-resource context such as the City of Koronadal. Through the lens of Transformational Leadership Theory, this research aims to determine whether these leadership strategies contribute to improving employee performance or if alternative models may be more effective in this educational context.

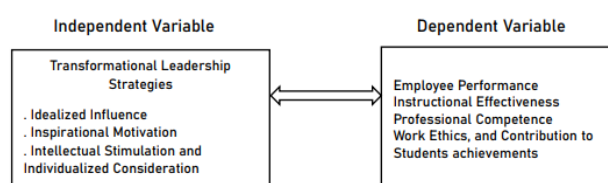


Figure 1
Conceptual Paradigm of the Study

Significance of the Study. This study will provide evidence on how transformational leadership influences employee performance in public elementary schools. It will help explain how leadership styles relate to teaching effectiveness, work ethic, and professional competence.

The outcomes will also provide a structure for policymakers and educational leaders to design leadership training initiatives tailored to the needs of schools. It will also improve leadership strategies in under-resourced schools, where staff performance often declines due to a lack of support. The study will help school heads better understand which leadership traits build motivation and performance.

Lastly, the research hopes to offer useful ideas for school improvement in the Philippine public education system. This study will enhance discussions on how leadership affects school performance in real-world settings. It supports efforts to make leadership practices more responsive to local school conditions. By doing so, it aims to help raise teacher performance and improve student outcomes across schools in Koronadal City.

LITERATURES

Transformational Leadership in Public Elementary Schools. Educational studies recognize transformational leadership (TL) for promoting positive change, innovation, and a strong learning environment. Bass and Avolio (1994) define TL by four dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. These traits serve as behavioral standards for leaders aiming to improve personal and organizational outcomes. In public elementary schools, principals demonstrate TL by modeling ethical behavior, guiding administration, promoting collaboration, and sharing visions.

For instance, Yuda, Rachmawati, and Sugihartto (2023) found that Indonesian principals built professional relationships, applied democratic leadership, and created high-performing teams. Similarly, Esogon and Gumban (2024a) highlighted that Philippine school heads fostered teacher morale through visionary and ethical leadership. These findings confirm that transformational school leaders create trust and motivation. Moreover, Putro and Sujianto (2023) emphasized that TL improves a school's public image through positive culture, shared decisions, and open communication. Subandi, Thoyib, and Fauzan (2021) showed that TL strategies helped transform a faith-oriented school into a globally recognized institution. These studies illustrate that TL is adaptable across different educational contexts. Overall, research underscores TL's role in shaping the culture and effectiveness of public elementary schools. Further exploration is needed to understand how TL affects both institutions and individual teacher outcomes.

Transformational Leadership and Teacher Commitment, Morale, and Professional Development. Beyond improving institutions, TL significantly impacts teachers' psychological and professional development. Studies indicate that transformational leaders enhance teachers' commitment, self-efficacy, morale, and growth. Blanco et al. (2022) found that empowered teachers under transformational leaders are more likely to practice TL

themselves. Cabayag and Guhao (2024) confirmed that school heads' TL behaviors improve teachers' confidence and organizational commitment. Guavis et al. (2023) noted that transformational school leaders foster a growth mindset among teachers. Gyimah (2020) showed that in Ghana, transformational leadership improved teacher job satisfaction, leading to better school performance. Similarly, Yusoff and Ismail (2021) found that TL created positive school climates, enhancing teacher satisfaction in Malaysia. These findings highlight that TL impacts teacher attitudes, behaviors, and development. TL fosters commitment and motivation—essential foundations for strong employee performance.

The Influence of Transformational Leadership on Teacher Performance. Transformational leadership also influences measurable teacher performance. Many studies indicate that transformational leaders boost teachers' effectiveness, efficiency, and goal achievement. Marlina, Aslamiah, and Ngadimun (2023) found that TL significantly improved classroom performance in Indonesian elementary schools. Limanta (2023) reported that TL, combined with supportive organizational behavior, enhanced employee performance. Koomson, Tetteh, and Bosomtwi (2022) found similar effects in the public sector, highlighting TL's cross-sectoral consistency. However, not all findings are statistically strong. Esogon and Gumban (2024a) found no significant correlation between TL and teacher performance, despite high ratings in both. They suggest that external factors like resources, instructional methods, or experience might moderate the link. Esogon et al. (2024b) further noted that while TL is perceived, its real effect may require longer observation or more refined measurement tools. Thus, while TL often boosts teacher performance, its impact may depend on additional factors like motivation, clear goals, and supportive environments.

METHODS

Research Design. This study utilized a correlational research design. This design was used to describe and examine the relationship

between transformational leadership strategies and employee performance in public elementary schools in Koronadal City.

Population and Sampling. This study was conducted in eight (8) different public elementary schools in the City of Koronadal, Philippines. This number allowed the study in thoroughly understanding how educational environments shape transformational leadership strategies and employee performance.

A complete enumeration sampling method was utilized in medium and small schools by including all school administrators and employees from the targeted school. On the other hand, larger schools employed random sampling due to their significant population count. This approach ensured adequate representation, hence, reducing sample bias, and thereby facilitating a thorough investigation of the primary objectives of the study.

There are one hundred seventy-four (174) respondents who volunteered for the study. Twenty-six (26) school leaders participated: eleven (11) from a large school; six (6) from a medium-sized school; and, nine (9) from a small school, all of whom have demonstrated significant impacts on their respective institutions' cultures. They included school administrators, principals, school heads, and master teachers.

One hundred forty-eight (148) employees participated, with sixty-eight (68) from a large school, thirty-eight (38) from a medium-sized school, and forty-two (42) from a small school. They consisted of teachers and faculty members. The number of respondents provided a complete and accurate picture of how leadership strategies might affect employee performance in the selected schools in Koronadal City.

Instrumentation. A five – point Likert-Scale (Table 1) survey questionnaire was used as primary data collection tool of the study. Survey was chosen due to its effectiveness in gathering standardized quantitative data from a broad base of respondents. The research instrument

was carefully developed based on Bass and Avolio's transformational leadership framework. On a five-point Likert scale (Table 1), the tool had two components measuring employee performance indicators and leadership strategies:

1. *Transformational leadership strategies.* Questions assessed the perceived leadership strategies in idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration of school leaders within the public elementary schools in the City of Koronadal.
2. *Employee performance.* This part of the survey gauges the extent of performance level among employees within the selected public elementary school, including instructional effectiveness, professional competence, work ethic, and contribution to student achievement.

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

The questionnaire was subjected to expert validation by the adviser and an expert researcher and to confirm its clarity, reliability, and congruence with the research goals.

Data Collection. Respondents were chosen by counting all small and medium-sized schools and randomly picking larger ones to ensure fairness. Surveys were given out in print and online based on what was easier for each school. Working with school leaders helped keep things running smoothly, and respondents had two weeks to fill out the surveys. During the data collection, the researcher followed strict ethical rules and made sure everyone agreed to participate, kept their information private, and made it clear that joining was optional. The

collected data was stored safely and only used for academic reasons, respecting the rights and well-being of all respondents.

Data Analysis. Appropriate statistical tools were employed to analyze the data collected. The mean and standard deviation were used to quantify the level of transformational leadership strategies in idealized influence, inspirational motivation, intellectual stimulation, individualized consideration, and the extent of employee performance, including instructional effectiveness, professional competence, work ethics, and contributions to student achievements. Kendall Tau B was used to examine the strength and direction of the relationship between transformational leadership strategies and employee performance. The hypothesis was tested at the 0.05 level of significance.

RESULTS

The results described the perceived transformational leadership strategies and employee performance of public elementary school employees in the City of Koronadal. The results highlighted the relationship of the above-stated variables. The data gathered were analyzed and interpreted according to the sequence of the statement of the problems.

Table 2
Descriptive analysis of transformational leadership strategies in terms of idealized influence.

	N	Mean	SD	Interpretation
Q1. The school administrators demonstrate ethical conduct in their professional interactions.	26	4.42	0.643	Strongly Agree
Q2. The school administrators serve a role model, embodying the beliefs and the behaviors they encourage in their staff.	26	4.38	0.571	Strongly Agree
Q3. The school administrators establish trust and earn respect through their leadership actions.	26	4.38	0.496	Strongly Agree
Q4. The school administrators align their actions with the school's vision and mission.	26	4.12	0.431	Agree
Q5. School administrators' selflessness dedication to shared goals inspires respect and imitation among teachers.	26	4.00	0.632	Agree
Grand Mean	26	4.26	0.383	Strongly Agree

The results of transformational leadership strategies in terms of idealized influence is

shown in Table 2. At the item level, three statements (Q1–Q3) received "Strongly Agree" ratings with mean values ranging from 4.38 to 4.42 and with low standard deviations (SD = 0.496 to 0.643), suggesting strong consensus among respondents. With mean ratings of 4.12 and 4.00, respectively, the remaining two questions (Q4 and Q5) earned "Agree" ratings. The statistics show that among the school leaders, idealized influence is a common leadership quality especially in terms of earning the confidence and respect of their staff. Though the general response is good, the somewhat lower scores in Q4 and Q5 may indicate areas in need of development regarding ethical consistency or vision articulation. According to the utilized interpretative scale, the grand mean score of 4.26 (SD = 0.383) placed the variable in the "Strongly Agree" category. Hence, results suggest that, on average, employees see their leaders as often exhibiting behaviors linked with idealized influence.

Table 3
Descriptive analysis of Transformational leadership strategies in terms of inspirational motivation.

	N	Mean	SD	Interpretation
Q1. The school administrators create a compelling vision for the future that motivates staff to strive toward shared objectives.	26	4.15	0.613	Agree
Q2. The school administrators effectively use stories, analogies, or examples to foster dedication and enthusiasm among staff.	26	4.46	0.508	Strongly Agree
Q3. The school administrators exhibit optimism and enthusiasm that generate a sense of purpose among staff.	26	4.23	0.430	Strongly Agree
Q4. The school administrators foster a shared sense of purpose and meaning regarding work and organizational goals.	26	4.23	0.514	Strongly Agree
Q5. The school administrators employ motivational techniques that encourage staff to fully commit to achieving the school's objectives.	26	4.15	0.464	Agree
Grand Mean	26	4.26	0.322	Strongly Agree

The results in Table 3 show a mostly high-level agreement among the respondents. Three items (Q2, Q3, and Q4) rated "Strongly Agree" with mean values ranging from 4.23 to 4.46 and standard deviations showing little variation (SD = 0.430 to 0.514). With mean scores of 4.15, the final two questions (Q1 and Q5) fell slightly into the "Agree" category. The grand mean score was 4.25 (SD = 0.322), suggesting that employees mostly see their leaders as able to effectively inspire and motivate them toward

shared goals. The findings show that school leaders are usually considered powerful motivators, adept at expressing a vision that inspires and energizes their personnel.

Table 4
Descriptive analysis of Transformational leadership strategies in terms of intellectual stimulation.

	N	Mean	SD	Interpretation
Q1. The school administrator's challenge assumptions and encourage employees to think critically about traditional approaches.	26	3.92	0.628	Agree
Q2. The school administrators promote innovation by fostering creativity and welcoming new ideas among staff.	26	4.19	0.402	Agree
Q3. The school administrators create an environment where mistakes are considered learning opportunities for development and progress.	26	4.08	0.392	Agree
Q4. The school administrators encourage individuals to actively confront challenges and explore new methods.	26	3.85	0.464	Agree
Q5. The school administrators intentionally cultivate a culture of critical thinking and intellectual curiosity.	26	3.92	0.484	Agree
Grand Mean	26	3.99	0.262	Agree

Table 4 reveals the transformational leadership strategies in terms of intellectual stimulation. All five items come within the range of "Agree" with means ranging from 3.85 to 4.19, and with very low standard deviations of 0.392 to 0.628, suggesting a consistent consensus across the respondents. The grand mean score of 3.99 (SD = 0.262), places the intellectual stimulation variable in the "Agree" category. This evidence indicates that school administrators typically foster innovative ideas and approaches, facilitating engaging and challenging discussions.

Table 5
Descriptive analysis of Transformational leadership strategies in terms of individualized consideration.

	N	Mean	SD	Interpretation
Q1. The school administrators recognize the unique abilities and aspirations of each staff member and take these into account in decision-making.	26	3.88	0.653	Agree
Q2. The school administrators recognize the unique abilities and aspirations of each staff member and take these into account in decision-making.	26	4.54	0.508	Strongly Agree
Q3. The school administrators carefully listen to each individual and demonstrate empathy when helping resolve professional or personal difficulties.	26	4.15	0.368	Agree
Q4. The school administrators coach the staff by providing development opportunities that cater to individual growth needs.	26	4.08	0.392	Agree
Q5. The school administrators consistently support their staff in meeting personal and professional development goals.	26	4.04	0.344	Agree
Grand Mean	26	4.14	0.238	Agree

The results of transformational leadership strategies in terms of individualized consideration is shown in Table 5. As seen in the mean scores, Q2 received the highest rating with a mean score of 4.54 (SD = 0.508), and interpreted as “Strongly Agree”. This suggests that leaders are particularly effective in showing respect for individual differences and needs. The other items (Q1, Q3, Q4, and Q5) were all rated as “Agree”, with mean scores ranging from 3.88 to 4.15, but with low standard deviations, reflecting consistency in perceptions. The grand mean across all criteria is 4.14 (SD = 0.238), and interpreted as “Agree”. This suggests that school leaders generally provide individualized consideration and support, although there is a potential to further strengthen this dimension by making such practices more consistent and visible across all leadership behaviors.

Table 6
Descriptive analysis of employee performance in terms of instructional effectiveness.

	N	Mean	SD	Interpretation
Q1. The teachers successfully design and deliver lessons that align with curriculum standards and learning objectives.	148	4.64	0.509	Strongly Agree
Q2. The teachers design engaging lesson plans that accommodate the diverse needs of their pupils.	148	4.36	0.481	Strongly Agree
Q3. The teachers promote active engagement and sustain pupils' interest throughout learning activities.	148	4.49	0.600	Strongly Agree
Q4. The teachers utilize innovative teaching strategies (e.g., technology integration, collaborative learning) to enhance pupil learning.	148	4.47	0.527	Strongly Agree
Q5. The teachers use a variety of teaching methods to accommodate the diverse needs and learning styles of their pupils	148	4.66	0.477	Strongly Agree
Grand Mean	148	4.46	0.437	Strongly Agree

Results of employee competence in terms of instructional effectiveness can be seen in Table 6. All five indicators were rated “Strongly Agree”, with mean scores ranging from 4.36 (Q2) to 4.66 (Q5). These consistent high scores, combined with low standard deviations (SD = 0.477 to 0.600), suggest that a strong agreement across respondents and there is a uniform confidence in their instructional abilities. The findings show very high levels of perceived competence, with a grand mean of 4.46 (SD = 0.437), interpreted as “Strongly Agree.” This indicates that, overall, employees believe they consistently demonstrate effective teaching practices.

Table 7
Descriptive analysis of employee performance in terms of professional competence.

	N	Mean	SD	Interpretation
Q1. The teachers demonstrate a high level of content mastery in their subject areas.	148	4.31	0.593	Strongly Agree
Q2. The teachers effectively maintain an organized and conducive classroom environment for learning.	148	4.65	0.493	Strongly Agree
Q3. The teachers are responsive to changes in curriculum and educational policies.	148	4.38	0.487	Strongly Agree
Q4. The teachers exhibit flexibility in meeting the diverse learning needs of their pupils.	148	4.41	0.594	Strongly Agree
Q5. The teachers regularly apply them professional knowledge to enhance teaching effectiveness and pupil learning outcomes.	148	4.43	0.596	Strongly Agree
Grand Mean	148	4.44	0.451	Strongly Agree

Table 5 presents the data indicating the extent to which public elementary school employees demonstrate professional competence, with specific reference to mastery in subject knowledge, instructional preparedness, ethical conduct, and continuous improvement. All five items come within the range of “Strongly Agree,” with mean scores ranging from 4.31 (Q1) to 4.65 (Q2). However, standard deviations were consistently low at 0.487 to 0.596, suggesting minimal variability and strong agreement among the respondents. The results show that the employees rated themselves highly on all indicators, with a grand mean of 4.44 (SD = 0.451), and interpreted as “Strongly Agree.” This reflects a strong consensus that educators consistently uphold professional standards and demonstrate professional competence in their roles.

Overall, the data indicate that teachers across the sample schools perceive themselves as professionally competent, aligning with expectations for high-quality education delivery and ethical responsibility in the teaching profession.

Employee competence in terms of work ethics is shown in Table 8. All five items received ratings within the “Strongly Agree” category, with mean scores ranging from 4.15 (Q1) to 4.65 (Q2). These consistent high scores reflect a strong and positive self-assessment of ethical behavior among respondents. The standard deviations were low (SD = 0.479 to 0.777), suggesting minimal variation in responses and strong agreement.

Table 8
Descriptive analysis of employee performance in terms of work ethics.

	N	Mean	SD	Interpretation
Q1. The teachers consistently demonstrate punctuality and regular attendance in all school-related duties, including classes and administrative obligations	148	4.15	0.777	Strongly Agree
Q2. The teachers show commitment to pupil success by addressing pupils' intellectual, emotional, and social needs beyond basic classroom instruction	148	4.65	0.479	Strongly Agree
Q3. The teachers actively participate in collaborative activities such as co-teaching, resource sharing, and collective problem-solving	148	4.39	0.490	Strongly Agree
Q4. The teachers exhibit a strong sense of responsibility and reliability in performing their professional duties.	148	4.43	0.596	Strongly Agree
Q5. The teachers contribute significantly to a collaborative and supportive school atmosphere.	148	4.45	0.526	Strongly Agree
Grand Mean	148	4.41	0.478	Strongly Agree

The responses from the respondents yielded a grand mean of 4.41 (SD = 0.478), and interpreted as “Strongly Agree.” This indicates that teachers from the participating schools perceive themselves as highly ethical in their professional conduct and have maintained a strong work ethic, consistently fulfilling their duties with responsibility, commitment, and professionalism.

Table 9
Descriptive analysis of employee performance in terms of contribution to student's achievements.

	N	Mean	SD	Interpretation
Q1. The teachers effectively contribute to pupil progress, as evidenced by improved test scores, project results, and overall academic achievement.	148	4.38	0.654	Strongly Agree
Q2. The teachers actively promote the holistic development of pupils by supporting their emotional, social, and intellectual needs	148	4.43	0.524	Strongly Agree
Q3. The teachers identify and address learning gaps by providing remedial support tailored to pupils' needs.	148	4.39	0.530	Strongly Agree
Q4. The teachers provide enrichment opportunities to support the growth of advanced learners.	148	4.39	0.579	Strongly Agree
Q5. The teachers consistently foster a positive, supportive learning environment that enhances their pupils' overall success	148	4.44	0.511	Strongly Agree
Grand Mean	148	4.41	0.450	Strongly Agree

For employee competence in terms of contribution to students' achievements, all five items were rated within the “Strongly Agree” range, as shown in Table 9, with mean scores ranging from 4.38 to 4.44, and with low standard deviations (SD = 0.511 to 0.654). This consistency suggests that the respondents share a positive and unified view of their individual and collective performance outcomes. The findings revealed a grand mean of 4.41 (SD = 0.450), and

interpreted as “Strongly Agree.” This indicates a strong perception among employees that they significantly contribute to the school's accomplishments and are actively contributing to the achievements of students.

Table 10
Kendall's Tau-B Test of Correlation Between Transformational Leadership and Employee Performance

		Transformational Leadership Strategies	Employee Performance
Transformational Leadership Strategies	Kendall's Tau B	—	
	p-value	—	
Employee Performance	Kendall's Tau B	-0.080	—
	p-value	0.579	—

Correlation analysis was conducted using Kendall's Tau-B to assess the association between transformational leadership strategies and employee performance. The results in Table 10 revealed a Kendall Tau B of $\tau_b = -0.08$ between transformational leadership strategies and employee performance, with a corresponding p-value of 0.579. The correlation indicates a negative and non-significant relationship between the two variables. The results suggest that employee performance within this group has no statistically meaningful relationship with the use of transformational leadership strategies. Transformational leadership strategies exhibit a weak negative correlation value of -0.08 with employee performance. With a p-value of 0.579, which is higher than the significance threshold of 0.05, this indicates that this relationship lacks statistical relevance. The null hypothesis, which posits that transformational leadership strategies have no significant relationship with employee performance, is accepted.

DISCUSSION

The findings of this research show that transformational leadership strategies have no statistically significant relationship with employee performance from selected public elementary schools in the City of Koronadal. As such, the belief that transformational leadership strategies correspond favorably with employee performance is unfounded. This result contradicts other studies, such as those by Blanco et al. (2022) and Cabayag & Guhao (2024), which found a positive association

between transformational leadership and teacher dedication. Based on the differing results, transformational leadership strategies may have varying effects on public elementary education, depending on factors such as school culture, the availability of resources, and limitations from outside the school.

In this study, transformational leadership strategies were generally rated positively by the school administrators, with high mean scores observed across idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Likewise, employee performance was rated favorably, with strong mean results across instructional effectiveness, professional competence, work ethic, and contribution to student achievements. Despite the favorable ratings for both variables, Kendall's Tau-B analysis revealed no statistically significant relationship between transformational leadership strategies and employee performance. These findings suggest that while leadership behaviors are perceived positively, they do not automatically translate into improved employee performance outcomes. Similar observations were made by Yuda et al. (2023) and Marlina et al. (2023), where contextual and environmental factors moderated the actual effects of leadership practices.

On the other hand, these findings align with studies by Esogon et al. (2024b), which found no significant correlation between transformational leadership and teacher performance in Bacolod City. One could argue that rather than directly influencing performance outcomes, transformational leadership may impact employee motivation and satisfaction. Navarez et al. (2024) emphasized the importance of motivation as a mediator in the relationship between teacher effectiveness and leadership. While transformational leadership has the potential to cultivate a positive workplace, with factors such as employee performance, hold greater significance than variables like employee well-being, institutional rules, and instructional methods. The reliance on self-reported

research data may lead to bias. This study focused only on selected public elementary schools in Koronadal City, thus limiting the applicability of the findings to other regions.

This study has several theoretical and practical implications. Theoretically, it suggests that adapting transformational leadership theory to various cultural and resource contexts may be necessary. A comprehensive theoretical model is essential to acknowledge the intricate interactions between employee and leadership strategies in educational environments. In practice, school officials and policymakers do not always have to use transformational leadership ideas; they can also adopt leadership styles that are sensitive to the situation. Programs for developing leaders should include training on organizational diagnostics, cultural sensitivity, and resource management to empower school leaders to tailor their plans to meet local contextual needs. Future research should adopt a longitudinal approach to examine the long-term effects of transformational leadership programs on employee performance.

The research findings provide several recommendations for enhancing the effectiveness of leadership policies in public elementary schools. Improving the effectiveness of public elementary school leadership policies requires specifically addressing institutional constraints and cultural dynamics. By emphasizing transformational leadership concepts in resource-constrained contexts, this training will assist school leaders in developing effective strategies for guiding teachers and staff. The effectiveness and satisfaction of teachers depend on a suitable workplace that fosters group decision-making, open communication, and collaboration. Supporting teachers in their roles will maximize the benefits of transformational leadership. Since job satisfaction and institutional support can influence performance outcomes, further research should investigate the mediating factors affecting the relationship between transformational leadership and employee performance. Including more areas in the study

will enhance the applicability of the results by showcasing leadership styles that are unique to each region and allowing for cross-comparison studies on how well leaders perform in their roles. This broad research approach will improve our understanding of transformational leadership both within and beyond the Philippine educational system.

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