



TRANSFORMATIONAL LEADERSHIP OF ELEMENTARY SCHOOL HEADS AND TEACHER MOTIVATION IN CAN-AVID CENTRAL ELEMENTARY SCHOOL

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ABSTRACT

This study examined the perceived transformational leadership practices of elementary school heads and the level of teacher motivation in Can-avid Central Elementary School, Eastern Samar, Philippines. A descriptive survey design was used with 25 elementary teachers selected through total population sampling. A researcher-made questionnaire measured four dimensions of transformational leadership – idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration – and two dimensions of teacher motivation, namely intrinsic and extrinsic motivation, using a five-point Likert scale. Weighted means were used to summarize the responses. Findings showed high perceptions of transformational leadership across all four dimensions, with individualized consideration obtaining the highest dimension mean (4.41), followed by intellectual stimulation (4.35), inspirational motivation (4.28), and idealized influence (4.27). Teacher motivation was likewise high, with intrinsic motivation (4.40) slightly higher than extrinsic motivation (4.32). The results indicate that teachers perceived school heads as supportive, vision-oriented, innovative, and attentive to professional needs, while teachers demonstrated strong personal fulfillment, professional purpose, and responsiveness to recognition and institutional support. The study recommends sustained leadership development, mentoring, recognition systems, and professional learning opportunities to strengthen teacher motivation and school effectiveness.

KEYWORDS: transformational leadership, teacher motivation, school heads, elementary education, Philippines

1. INTRODUCTION

School leadership plays a pivotal role in shaping the educational climate and creating conditions that promote teacher effectiveness and institutional success. Transformational leadership has gained considerable attention in educational settings because it emphasizes shared vision, empowerment, innovation, and professional growth. Its four core dimensions—idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration—describe leadership behaviors intended to inspire followers and strengthen their commitment to organizational goals.

Teacher motivation is likewise a critical factor in instructional quality, professional engagement, and school performance. Motivation may arise from intrinsic sources, such as personal fulfillment, meaningful work, and professional accomplishment, as well as extrinsic sources, including recognition, incentives, administrative support, and opportunities for professional development. The research literature reviewed in the source study suggests that supportive and transformational leadership can create conditions that encourage teachers to remain engaged, pursue professional growth, and align personal goals with school priorities.

Within the Philippine educational context, localized evidence on the relationship between school leadership and teacher outcomes remains important because school environments differ in resources, organizational culture, community context, and leadership demands. The present study focuses on Can-avid Central Elementary School to document teachers' perceptions of transformational leadership and their own level of motivation. The study is anchored on Transformational Leadership Theory, initially conceptualized by Burns and later elaborated by Bass and Riggio. The theory emphasizes leaders' ability to inspire followers, stimulate new ways of thinking, and provide individualized support.

The conceptual framework identifies transformational leadership as the leadership variable represented by idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Teacher motivation is represented by intrinsic and extrinsic motivation. The source research specifically sought to determine the extent of transformational leadership practices, the level of teacher motivation, and whether a significant relationship exists between the two variables. However, the available survey-result file contains descriptive response frequencies only; it does not contain a computed Pearson correlation coefficient or significance test. Accordingly,



this publishable version reports and interprets the descriptive findings without claiming a statistically established relationship.

2. OBJECTIVES

This study aimed to examine transformational leadership practices of elementary school heads and teacher motivation in Can-avid Central Elementary School. Specifically, it sought to:

1. assess transformational leadership practices in terms of idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration;
2. determine the level of teacher motivation in terms of intrinsic and extrinsic motivation; and
3. provide descriptive evidence that may serve as a basis for examining the relationship between transformational leadership and teacher motivation in future or subsequent statistical analysis.

3. METHODOLOGY

The study employed a descriptive survey approach to describe teachers' perceptions of transformational leadership practices and their motivation. The original research design identified the study as descriptive-correlational; however, the available results support descriptive analysis through weighted means only. No correlation matrix or inferential test results were included in the supplied survey-results document.

4. SAMPLING DESIGN

Total population sampling was used. The respondents consisted of 25 elementary teachers in Can-avid Central Elementary School. The source methodology indicates that total population sampling was selected because of the manageable size of the target population and the intent to represent all eligible respondents in the study context.

5. STATISTICAL DESIGN

Responses were measured using a five-point Likert scale: 5—Strongly Agree, 4—Agree, 3—Moderately Agree, 2—

Disagree, and 1—Strongly Disagree. Weighted means were computed for each questionnaire item and dimension. Dimension-level means were obtained by averaging the weighted means of the five items under each dimension. The supplied data permit descriptive interpretation; Pearson correlation was proposed in the original methodology but was not computed in the available results file.

6. GEOGRAPHICAL AREA

The study was conducted in Can-avid Central Elementary School in Can-avid, Eastern Samar, Philippines. The source study describes the locale as a public elementary education setting characterized by variations in school resources, teacher population, learner demographics, and organizational conditions.

7. RESULTS

The results demonstrate generally high perceptions of transformational leadership across all four dimensions. Among the leadership dimensions, individualized consideration obtained the highest mean (4.41), indicating that teachers particularly valued personal attention, mentoring and coaching, recognition of individual strengths, support for professional growth, and attentive listening. Intellectual stimulation followed with a mean of 4.35, reflecting strong perceptions that school heads encourage creativity, welcome alternative strategies, support innovation, challenge teachers to improve practices, and promote professional discussions.

Inspirational motivation obtained a mean of 4.28, showing that teachers generally perceived their school heads as effective in communicating school vision and goals, inspiring enthusiasm, motivating shared efforts, encouraging optimism, and instilling purpose. Idealized influence obtained a mean of 4.27, indicating favorable perceptions of school heads as ethical role models who demonstrate integrity, fairness, consistency, and professional conduct.

Transformational Leadership Dimension	Mean	Descriptive Finding
Idealized Influence	4.27	High
Inspirational Motivation	4.28	High
Intellectual Stimulation	4.35	High
Individualized Consideration	4.41	High

Overall, the four leadership dimensions produced an average mean of 4.33, indicating a consistently high perception of transformational leadership among the 25 respondents. The results suggest that teachers most strongly recognized leadership behaviors involving individualized support and intellectual stimulation. These findings are consistent with the theoretical framing of transformational leadership, in which leaders influence followers not only through direction but also through encouragement, professional support, shared purpose, and opportunities for innovation.

Teacher motivation was also high across both dimensions. Intrinsic motivation obtained a mean of 4.40, while extrinsic motivation obtained a mean of 4.32. The higher intrinsic motivation score suggests that teachers' motivation was particularly associated with personal fulfillment, meaningful work, professional accomplishment, voluntary improvement of teaching skills, and enjoyment of professional school activities. Extrinsic motivation was also strongly evident, particularly in teachers' responses concerning administrative recognition, incentives, institutional support, professional development and



promotion opportunities, and fair evaluation and recognition systems.

Teacher Motivation Dimension	Mean	Descriptive Finding
Intrinsic Motivation	4.40	High
Extrinsic Motivation	4.32	High
Overall Teacher Motivation	4.36	High

The item-level results reinforce these patterns. Under transformational leadership, the highest individual ratings were observed for teachers' trust in the school head's decisions (4.68), communication of the school's vision and goals (4.56), recognition of teachers' individual strengths and capabilities (4.60), and challenging teachers to improve existing practices (4.52). Under teacher motivation, the highest ratings included voluntary improvement of teaching skills (4.52), enjoyment of professional school activities (4.48), support from the school administration (4.56), and opportunities for promotion or professional development (4.40). These responses point to the importance of both internal professional purpose and supportive organizational conditions in sustaining teacher motivation.

It is important, however, to distinguish descriptive association from statistical relationship. The original research proposal included Pearson correlation as the statistical test for the third objective, but the supplied survey-result file reports only frequency distributions and does not provide the paired respondent-level scores required to compute the correlation. Therefore, the present findings establish that transformational leadership and teacher motivation were both rated highly, but they do not establish that one variable is statistically related to the other.

8. SUGGESTIONS

1. School heads may sustain and strengthen individualized consideration through regular mentoring, coaching, attentive communication, and professional growth planning.
2. Leadership development activities may emphasize intellectual stimulation by encouraging teacher-led innovation, reflective practice, professional dialogue, and evidence-informed problem solving.
3. Schools may maintain clear communication of vision, goals, and shared priorities to strengthen inspirational motivation and collective purpose.
4. Recognition and fair evaluation systems should be sustained to reinforce teachers' positive professional behaviors and achievements.
5. Professional learning communities, continuing professional development, and opportunities for promotion or career growth may be strengthened as complementary supports for teacher motivation.

9. CONCLUSION

The study found high levels of perceived transformational leadership and teacher motivation in Can-avid Central Elementary School. Among leadership dimensions, individualized consideration ranked highest, followed by intellectual stimulation, inspirational motivation, and idealized

influence. Teacher motivation was likewise high, with intrinsic motivation slightly exceeding extrinsic motivation. The findings portray a school environment in which teachers value personal support, professional growth, innovation, shared purpose, recognition, and meaningful work.

These results underscore the practical importance of leadership behaviors that recognize teachers as professionals with individual needs, capabilities, aspirations, and contributions. Sustaining transformational leadership practices may help create an environment conducive to teacher engagement and professional development. Nevertheless, because the supplied data do not include inferential correlation results, claims regarding a statistically significant relationship between transformational leadership and teacher motivation should not be made on the basis of the present descriptive results alone.

10. AREA FOR FURTHER RESEARCH

Future studies may include a larger number of schools and respondents from other districts in Eastern Samar or other Philippine divisions to improve generalizability. Subsequent research may also use respondent-level paired scores to conduct Pearson correlation or regression analysis and determine the strength, direction, and statistical significance of the relationship between transformational leadership dimensions and teacher motivation. Additional studies may examine teacher performance, organizational commitment, school climate, learner outcomes, or the possible moderating influence of school context.

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Editorial note for author: The descriptive means in this manuscript were calculated from the 25-response frequency tables in the supplied survey-results file. The original proposal's Pearson correlation is intentionally not reported because respondent-level paired data and a computed correlation result were not supplied.