



TRANSFORMATIONAL LEADERSHIP AND ITS INFLUENCE ON TEACHER MORALE AND RETENTION IN PUBLIC SECONDARY SCHOOLS

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ABSTRACT

This study examined the transformational leadership practices of school heads and their influence on teacher morale and retention in selected public secondary schools in the Northern Districts of the Schools Division of Eastern Samar during the School Year 2025–2026. Specifically, it determined the level of transformational leadership practiced by school heads in terms of idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration, as well as the levels of teacher morale and retention in terms of job satisfaction, motivation, professional commitment, intention to stay, and organizational commitment. The study also sought to establish whether a significant relationship exists between transformational leadership and teacher morale and retention. A descriptive-correlational research design was employed. The respondents consisted of 203 permanent public secondary school teachers selected through proportional stratified random sampling from six schools. Data were gathered using researcher-made questionnaires validated by experts and tested for reliability using Cronbach's alpha. Descriptive statistics such as mean and standard deviation were used to analyze the levels of the variables, while the Pearson Product-Moment Correlation Coefficient was utilized to determine the relationship between transformational leadership and teacher morale and retention. Findings revealed that school heads often practiced transformational leadership across all four dimensions. Teachers demonstrated high levels of morale and retention, particularly in terms of job satisfaction, professional commitment, and intention to stay. Correlation analysis indicated a significant positive relationship between transformational leadership practices and teacher morale and retention. The study concludes that transformational leadership plays a vital role in enhancing teacher morale and strengthening retention in public secondary schools.

INDEX TERMS: Transformational Leadership, School Heads, Teacher Morale, Teacher Retention, Public Secondary Schools, Eastern Samar

I. INTRODUCTION

The stability and quality of the teaching workforce serve as the backbone of successful public secondary education, yet the global school system is currently enduring a critical staffing shortage. Recent data from UNESCO and the International Task Force on Teachers for Education 2030 (2024) reveals a global deficit of 44 million educators, with over half of this gap caused by high attrition rates. In developed regions, this turnover can reach nearly 90%, driven largely by plummeting morale as teachers feel overwhelmed by high-stakes accountability and a lack of professional recognition (Moreland University, 2025). To counter this, transformational leadership has emerged as a vital strategy. By utilizing the four dimensions of idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration, leaders can inspire a focus on collective success (Yu & Jang, 2024). This approach functions as a protective "buffer" against emotional exhaustion and burnout, fostering innovative professional environments that make teachers feel valued and significantly reduce their desire to resign (Watson, 2024; Cao et al., 2025).

Within the Philippine educational landscape, the challenge of faculty retention is deeply tied to the Department of Education's shifting management standards. Under the Philippine

Professional Standards for School Heads (PPSSH), administrators are now urged to prioritize "people management" over traditional administrative tasks, particularly as they implement the MATATAG Curriculum (Garcia & Tan, 2024). However, local teachers are frequently demoralized by a pervasive "paperwork culture" and excessive ancillary duties that detract from classroom instruction (Baluyos et al., 2023). Central to navigating these stressors is the Filipino cultural value of *malasakit*, or empathetic concern. When school heads integrate transformational qualities with this sense of empathy—by supporting individual challenges and providing flexible professional growth—job satisfaction improves and the brain drain of talent to overseas positions begins to slow (Villasan & Almeñe, 2025; Duterte & Santos, 2024). Ultimately, this research aims to develop a framework for school stability, recognizing that addressing teacher morale is not only an administrative necessity but a fundamental requirement for student success and the health of the public sector (CBED Toolkit, 2026).

STATEMENT OF THE PROBLEM

This study aimed to explore the transformational leadership practices of school heads and how these practices are related to teacher morale and retention in public secondary schools.



Specifically, this study seeks to answer the following questions:

1. What is the level of transformational leadership practiced by school heads in public secondary schools in terms of:
 - 1.1 Idealized Influence
 - 1.2 Inspirational Motivation
 - 1.3 Intellectual Stimulation
 - 1.4 Individualized Consideration?
2. What are the levels of teacher morale and teacher retention in public secondary schools in terms of:
 - 2.1 Job Satisfaction
 - 2.2 Motivation
 - 2.3 Professional Commitment
 - 2.4 Intention to Stay
 - 2.5 Organizational Commitment?
3. Is there a significant relationship between transformational leadership and teacher morale and teacher retention in public secondary schools?

II. REVIEW OF RELATED LITERATURE

The effectiveness of public secondary education is deeply rooted in the quality and stability of its teaching force. However, the global educational landscape is currently grappling with a severe staffing crisis, with UNESCO and the International Task Force on Teachers (2024) reporting a worldwide shortage of 44 million educators. Approximately 58% of this gap is driven by attrition, a figure that nears 90% in some developed regions, highlighting a desperate need for better retention strategies. Research consistently identifies low teacher morale, stemming from high-stakes accountability and a lack of professional respect, as a primary catalyst for this exodus (Moreland University, 2025). To address these challenges, transformational leadership has emerged as a crucial intervention. By employing the "Four Is" of idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration, leaders can inspire educators to prioritize collective goals over individual interests (Yu & Jang, 2024). Studies indicate that this leadership style serves as a vital buffer against burnout, fostering innovative climates and professional learning communities that significantly lower turnover intentions (Watson, 2024; Cao et al., 2025).

In the Philippine context, faculty retention and workplace spirit are heavily influenced by the Department of Education's shifting management benchmarks. The Philippine Professional Standards for School Heads (PPSSH) now require administrators to transition from administrative oversight to effective people management, a shift made even more complex by the implementation of the MATATAG Curriculum (Garcia & Tan, 2024). Local research highlights that the prevalent paperwork culture and heavy ancillary duties in public secondary schools are major contributors to burnout and turnover intentions (Baluyos et al., 2023). However, the cultural value of *malasakit* (empathetic concern) provides a unique framework for leadership success in the archipelago. When school leaders embody transformational qualities, such as acknowledging personal struggles and offering flexible professional support, there is a documented increase in job satisfaction and a decrease in attrition (Villasan & Almeñe, 2025; Perez & Abellana, 2024). This is particularly critical as

the Philippines continues to lose top teaching talent to more attractive positions abroad (Duterte & Santos, 2024).

The relationship between leadership and retention is substantiated by empirical evidence suggesting that transformational styles can account for up to 60% of positive organizational change in schools (Windasari et al., 2022). Morale serves as the pivotal link in this dynamic; while high morale is inextricably tied to student success, low morale can result in a 75% decline in academic performance (Katel et al., 2024). In the Philippines, dimensions of morale such as rapport and satisfaction are strong predictors of student completion rates (Buenvinida et al., 2020). Quantitative analysis further supports this, showing a strong positive correlation between transformational leadership and job satisfaction ($r = 0.63$), whereas hands-off leadership styles often lead to disempowerment (Hamilton et al., 2020). By exploring these relationships, this study seeks to fill a gap in the literature regarding the specific mechanisms through which transformational practices and *malasakit* translate into long-term teacher retention, ultimately aiming to create a more stable and successful public secondary education sector (CBED Toolkit, 2026).

2.1 Theoretical Framework

This study is anchored in a multi-dimensional framework that links leadership behavior to teacher outcomes through the quality of the organizational environment. At its core is Transformational Leadership Theory (Burns, 1978; Bass, 1985), which suggests that school heads who inspire and empower their staff foster higher levels of commitment than those using purely transactional methods. This leadership style shapes the Organizational Climate (Litwin & Stringer, 1968), creating a supportive professional atmosphere that acts as a buffer according to Stress and Coping Theory (Lazarus & Folkman, 1984). By mitigating workplace stressors and enhancing morale, this integrated pathway explains how effective leadership directly contributes to teacher retention and long-term institutional stability.

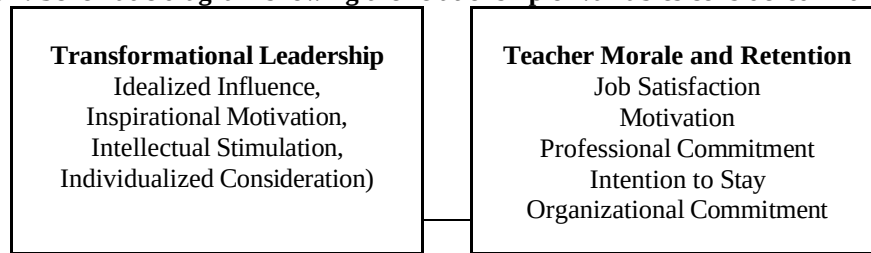
2.2 Conceptual Framework

This study is grounded in the belief that the transformational leadership practices of school heads, particularly their capacity to inspire, motivate, and empower teachers, play a critical role in shaping teacher morale and retention. As illustrated in the conceptual framework, the independent variable is Transformational Leadership, defined through four key dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. These dimensions represent leadership behaviors that encourage teachers to align with collective goals, enhance professional engagement, and feel valued within the school community.

The dependent variables are Teacher Morale and Teacher Retention, which capture job satisfaction, motivation, professional commitment, and the intention to remain in one's teaching role. The framework proposes that transformational leadership acts as a buffer against stress and burnout, fostering a supportive and empowering educational environment that strengthens morale and promotes teacher retention.



Figure 1: Schematic diagram showing the relationship of variables considered in this study.



III. METHODOLOGY

3.1 Research Design

A descriptive-correlational research design was utilized for this investigation to explore the connection between administrative transformational behaviors and the resulting levels of educator persistence and morale. The descriptive component was used to characterize the extent to which school heads demonstrated transformational leadership practices, as well as to assess the current levels of teacher morale and retention. Simultaneously, the correlational component allowed for an examination of the significant relationships between these independent and dependent variables without any external manipulation. In this study, transformational leadership served as the independent variable, while teacher morale and teacher retention were the dependent variables. This specific approach was selected because it is ideal for establishing relationships among variables as they naturally occur within the school environment.

3.2 Locale of the Study

This investigation was conducted across selected public secondary schools in the Schools Division of Eastern Samar, specifically within the districts of San Julian, Sulat, Taft, Can-avid, Dolores, and Oras. These sites were chosen as they represent official Department of Education administrative units that operate under uniform national policies while offering diverse school sizes and administrative demands. The specific institutions included the National High Schools of each district, all of which are managed by designated school heads responsible for leadership strategies affecting teacher outcomes.

Each participating school maintains a stable organizational structure with permanent, nationally funded faculty. This ensured that respondents possessed sufficient professional exposure to provide reliable data on leadership practices. By focusing on these locales, the study captured authentic leadership conditions within the Eastern Samar public education sector. Ultimately, the findings aim to provide a basis for strengthening administrative practices and improving teacher retention throughout the division.

3.3 Respondents of the Study

The study focused on public secondary school teachers from six selected institutions in the northern districts of the Schools Division of Eastern Samar: The National High Schools of Sulat, San Julian, Taft, Can-avid, Dolores, and Oras. These schools were selected based on their operational structure, accessibility, and status as representative units of the province's public education sector. While they share a common Department of Education administrative framework, each is independently managed by school head whose specific leadership practices directly impact faculty morale and retention. From a total population of 533 educators, a sample of 203 teacher respondents was selected using proportional allocation. The distribution of respondents per school included 19 from Sulat (N=53), 16 from San Julian (N=42), 37 from Taft (N=100), 37 from Can-avid (N=99), 62 from Dolores (N=167), and 27 from Oras (N=72). All participants were permanent employees with significant professional experience, ensuring they could provide informed and reliable perspectives on the relationship between transformational leadership and school environment.

Figure 2: Respondents of the Study

Sample School	Number of Teachers (N)	Sample Size (n)
Sulat National High School	53	19
San Julian National High School	42	16
Taft National High School	100	37
Can-avid National High School	99	37
Dolores National High School	167	62
Oras National High School	72	27
Total	533	203

3.4 Sampling Procedure

To ensure a representative sample, the study utilized a proportional stratified random sampling method to identify faculty participants. The total population across the six targeted public secondary schools consisted of 533 permanent teachers.

The sample size of 203 respondents was determined using the Krejcie and Morgan (1970) table to ensure statistical reliability and adequate representation. Each school acted as an

individual stratum, with the number of respondents proportionally allocated according to the school's specific population size. To minimize sampling bias and ensure every educator had an equal probability of participation, random sampling was then applied within each stratum. This systematic process resulted in a final group of 203 teacher respondents, providing a robust and representative foundation for the study.



3.5 Research Instrument

Data collection relied on two researcher-developed survey instruments administered to the participating public secondary school teachers. The first tool, the Transformational Leadership Practices Survey, evaluated educators' perceptions of their school heads' leadership styles. This instrument was structured around the four key dimensions of transformational leadership: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Teachers responded via a five-point Likert scale ranging from Strongly Disagree (1) to Strongly Agree (5). The second tool, the Teacher Morale and Retention Survey Questionnaire, was designed to assess the study's dependent variables. Morale was measured through indicators of job satisfaction, motivation, and professional commitment, while retention was gauged by organizational commitment and the intention to remain in the position. This instrument utilized a five-point Likert scale ranging from Not Satisfied (1) to Very Highly Satisfied (5). To ensure the quality of these instruments, both underwent content validation by a panel of experts, including education supervisors and specialists in educational management. Following revisions based on expert feedback, a pilot test was conducted to establish reliability. Internal consistency for both surveys was confirmed using Cronbach's Alpha.

3.6 Data Gathering Procedure

The data collection followed a systematic process prioritized to ensure accuracy, consistency, and ethical integrity. Before gathering information, approval was obtained from the University Ethics Committee, followed by formal permission from the Schools Division of Eastern Samar and the respective school heads. The researcher personally oversaw the administration of the questionnaires to provide clear instructions and address any clarifications, thereby reducing the risk of misinterpretation. During this phase, school heads completed the Transformational Leadership Practices Survey, while faculty members provided data for the Teacher Morale and Retention Survey. Respondents were afforded sufficient time to complete the instruments thoroughly. Once gathered, the questionnaires were checked for completeness, coded, and securely stored to maintain strict participant confidentiality. By utilizing direct administration, the researcher-maintained control over the data-gathering process and minimized potential errors. This personal approach also helped build rapport with the respondents, which fostered an environment of honest and thoughtful participation.

3.7 Measurement of Variables

To quantify the study's variables, a structured five-point Likert scale was used. This system provided a consistent and clear framework for assessing transformational leadership, teacher morale, and retention levels, ensuring the comparability of data across all respondents.

Leadership behaviors were evaluated through the four dimensions of the transformational model. Respondents rated the frequency of these practices based on the following scale:

Code	Range	Interpretation
5	4.21–5.00	Always Practiced
4	3.41–4.20	Often Practiced
3	2.61–3.40	Sometimes Practiced
2	1.81–2.60	Rarely Practiced
1	1.00–1.80	Never Practiced

The levels of morale and retention, gauged through indicators such as motivation, job satisfaction, and the intention to remain in the organization, were interpreted using the following range:

Code	Range	Interpretation
5	4.21–5.00	Very Highly Satisfied
4	3.41–4.20	Highly Satisfied
3	2.61–3.40	Moderately Satisfied
2	1.81–2.60	Minimally Satisfied
1	1.00–1.80	Not Satisfied

3.8 Data Analysis

The data analysis for this study utilized both descriptive and inferential statistics to address the research objectives. To evaluate the levels of transformational leadership, teacher morale, and teacher retention, descriptive measures such as frequency counts, means, and standard deviations were calculated for each key dimension and indicator. These results were then interpreted using established ranges to provide a clear profile of leadership frequency and the overall state of the teaching workforce. To examine the relationship between these variables, the Pearson Product-Moment Correlation Coefficient was employed at a 0.05 level of significance. This inferential technique determined the strength and direction of the link between leadership practices and teacher outcomes, establishing whether higher levels of transformational behavior were associated with increased morale and retention. Together, these procedures provided a comprehensive statistical basis for understanding how school head leadership influences the professional environment in public secondary schools.

3.9 Ethical Consideration

This study strictly adhered to established ethical standards to protect the rights and dignity of all participants. Prior to data collection, formal approval was secured from the University Ethics Committee, the Schools Division of Eastern Samar, and individual school heads. Participation was entirely voluntary, with respondents informed of the study's purpose through a comprehensive consent process that allowed them to withdraw at any time without penalty. To ensure confidentiality and anonymity, personal identifiers were omitted, and responses were coded to prevent traceability. In compliance with the Data Privacy Act of 2012 (RA 10173), all data was stored in secure, password-protected files or locked cabinets and used exclusively for aggregate academic reporting. The researcher also maintained ethical sensitivity throughout the process, respecting the cultural and professional backgrounds of all respondents to foster an environment of honest and candid participation. These measures ensured the study's integrity while producing reliable and credible results.



IV. RESULT AND DISCUSSION

4.1 LEVEL OF TRANSFORMATIONAL LEADERSHIP PRACTICES OF SCHOOL HEADS

Transformational leadership improves organizational effectiveness by empowering staff through vision, ethical modeling, and individualized support. This study evaluates four key dimensions, idealized influence, inspirational motivation,

intellectual stimulation, and individualized consideration, to address the first research objective.

4.1.1 Idealized Influence

As shown in Table 1, the grand mean for Idealized Influence was 3.70 (SD = 0.481), categorized as "Often Practiced." This suggests that while school heads generally demonstrate ethical leadership, the consistency of these behaviors varies across specific indicators.

Table 1. Level of Transformational Leadership: Idealized Influence

Statement	Mean	SD	Interpretation
The school head demonstrates integrity in all professional dealings.	4.78	.416	Always Practiced
The school head acts as a role model worthy of respect.	4.66	.475	Always Practiced
The school head makes decisions that reflect fairness and justice.	4.78	.416	Always Practiced
The school head behaves inconsistently with the values he/she promotes.	1.51	.663	Never Practiced
The school head gains teachers' trust through ethical conduct.	4.92	.270	Always Practiced
The school head prioritizes personal interests over teachers' welfare.	1.57	.0644	Never Practiced
Grand Mean	3.70	.481	Often Practiced

High scores in integrity, fairness, and trust-building (Means: 4.78–4.92) confirm that school heads are perceived as moral exemplars. These findings align with transformational leadership theory, which posits that leaders who model ethical conduct foster greater teacher motivation and organizational commitment (Bass, 1985; Heenan et al., 2024). Furthermore, the low scores on negatively worded items such as prioritizing personal interest (1.57) or acting inconsistently (1.51), reinforce that school heads effectively align their actions with their professional values.

Ultimately, the highest-rated indicator, gaining trust through ethical conduct (4.92), underscores trust as a foundational outcome of idealized influence. While these behaviors are

prevalent, the "Often Practiced" grand mean suggests that institutional demands or resource limitations may occasionally impact the consistent application of these practices across different school settings.

4.1.2 Inspirational Motivation

As detailed in Table 2, the dimension of Inspirational Motivation earned a grand mean of 3.42 (SD = 0.493), placing it in the "Often Practiced" category. This indicates that while school heads generally succeed in inspiring their staff, the consistency of these motivational behaviors varies across the division.

Table 2. Level of Transformational Leadership: Inspirational Motivation

Statement	Mean	SD	Interpretation
The school head clearly communicates the school's vision and goals.	4.78	.416	Always Practiced
The school head inspires teachers to perform beyond expectations.	4.78	.416	Always Practiced
The school head motivates teachers even during difficult situations.	4.67	.471	Always Practiced
The school head rarely encourages teachers to strive for shared goals.	1.41	.812	Never Practiced
The school head creates enthusiasm for school programs.	4.89	.312	Always Practiced
The school head fails to inspire confidence among teachers.	1.51	.530	Never Practiced
Grand Mean	3.42	.493	Often Practiced

The high ratings for vision communication and inspiring peak performance (Means: 4.78) align with transformational leadership theory, which highlights the leader's role in

articulating a compelling future (Bass, 1985). Furthermore, the ability to motivate staff during crises (Mean: 4.67) suggests that these leaders help build teacher resilience, a finding supported



by recent studies on leadership during periods of adversity (Marbaniang et al., 2023). The highest-rated indicator, creating enthusiasm for school programs (4.89), demonstrates that school heads are particularly effective at generating positive energy for institutional initiatives. Conversely, the very low scores for negative behaviors, such as failing to inspire confidence (1.51), suggest that these detrimental actions are largely absent. Despite these strengths, the "Often Practiced" grand mean implies that external pressures, such as resource constraints or heavy administrative demands, may occasionally

hinder the consistent application of these inspirational strategies (Magracia et al., 2024).

4.1.3 Intellectual Stimulation

As shown in Table 3, the dimension of Intellectual Stimulation achieved a grand mean of 3.70 (SD = 0.351), categorized as "Often Practiced." The low standard deviation indicates a high level of consensus among teachers regarding their leaders' efforts to encourage critical thinking and innovation.

Table 3. Level of Transformational Leadership: Intellectual Stimulation

Statement	Mean	SD	Interpretation
The school head encourages teachers to think creatively.	4.90	.299	Always Practiced
The school head welcomes new ideas from teachers.	5.00	.000	Always Practiced
The school head challenges teachers to improve existing practices.	4.82	.383	Always Practiced
The school head discourages questioning of traditional methods.	1.39	.489	Never Practiced
The school head supports innovation in teaching and learning.	4.71	.453	Always Practiced
The school head resists alternative solutions proposed by teachers.	1.36	.482	Never Practiced
Grand Mean	3.70	.351	Often Practiced

The perfect score for welcoming new ideas (5.00) and the high mean for creative encouragement (4.90) show that school heads are perceived as being exceptionally open to fresh perspectives. This aligns with Bass's (1985) theory that transformational leaders stimulate growth by challenging assumptions and inviting innovation. Furthermore, the high rating for pushing teachers toward continuous improvement (4.82) reflects a leadership culture that values professional development and reflective practice (Heenan et al., 2024). The low scores on negatively worded items, such as resisting alternative solutions (1.36), confirm that school heads rarely suppress dissenting or progressive viewpoints. This openness is essential for teacher adaptability and engagement in evolving educational landscapes (Kilag et al., 2023). While the data

shows strong individual scores, the "Often Practiced" grand mean suggests that consistent intellectual stimulation might still be hindered in some settings by factors like resource scarcity or institutional resistance to change (Basco et al., 2025).

4.1.4 Individualized Consideration

As indicated in Table 4, the dimension of Individualized Consideration achieved a grand mean of 3.68 (SD = 0.472), interpreted as "Often Practiced." While school heads generally demonstrate attentive and supportive behaviors toward their staff, the moderate standard deviation suggests that the level of practice varies depending on the specific leadership behavior or school context.

Table 4. Level of Transformational Leadership: Individualized Consideration

Statement	Mean	SD	Interpretation
The school head recognizes individual teachers' strengths and needs.	4.81	.391	Always Practiced
The school head listens attentively to teachers' concerns.	4.84	.365	Always Practiced
The school head provides support for teachers' professional growth.	4.82	.383	Always Practiced
The school head treats teachers as individuals rather than just staff.	4.81	.395	Always Practiced
The school head shows little concern for teachers' well-being.	1.39	.489	Never Practiced
The school head rarely provides personal guidance to teachers.	1.41	.812	Never Practiced
Grand Mean	3.68	.472	Often Practiced

The data reveals that school heads prioritize the unique needs of their faculty, with the highest scores given to attentive

listening (4.84) and supporting professional development (4.82). This aligns with Bass's (1985) conceptualization of the



leader as a mentor or coach who provides personalized support. Furthermore, high ratings for recognizing individual strengths and treating teachers as human beings rather than mere cogs in the machine (4.81) suggest a leadership culture that fosters strong engagement and self-efficacy (Marbaniang et al., 2023). The low scores for negative indicators, such as showing little concern for well-being (1.39), confirm that school heads are generally perceived as empathetic and accessible. Research indicates that this focus on well-being is a critical factor in reducing teacher stress and strengthening organizational commitment (Ramirez et al., 2025). Ultimately, while individual metrics are high, the "Often Practiced" grand mean suggests that institutional factors may still influence how consistently these personalized leadership practices are applied across the division.

4.2 TEACHERS MORALE AND RETENTION

With the transformational leadership dimensions established, the analysis now shifts to teacher morale and

teacher retention. Transformational leadership is a primary driver of these outcomes; by modeling ethical behavior and providing personalized support, school heads create environments that bolster professional commitment and emotional well-being. In this context, teacher morale represents the collective enthusiasm, job satisfaction, and sense of belonging within the faculty. Conversely, teacher retention measures the professional stability of the school, specifically regarding teachers' intention to remain in their roles over time. The following sections provide a quantitative look at these perceptions, serving as the foundation for exploring their statistical relationship with leadership practices.

4.2.1 Job Satisfaction

Table 5, teachers in the division exhibit a high level of Job Satisfaction, with a grand mean of 3.91 (SD = 0.650). This "Highly Satisfied" rating suggests a professional environment that effectively bolsters teacher morale and long-term retention, despite slight variations in individual experiences.

Table 5. Teachers' Morale and Retention: Job Satisfaction

Statement	Mean	SD	Interpretation
I am satisfied with my role as a teacher in this school.	4.76	.426	Very Highly Satisfied
I am satisfied with the support I receive from school administration.	4.68	.466	Very Highly Satisfied
I feel valued for the work that I do.	4.76	.426	Very Highly Satisfied
I am dissatisfied with my overall teaching experience in this school.	2.82	1.519	Moderately Satisfied
I am satisfied with my working conditions.	4.86	.365	Very Highly Satisfied
I often feel unhappy with my job as a teacher.	1.60	.700	Not Satisfied
Grand Mean	3.91	.650	Highly Satisfied

Teachers expressed the highest satisfaction with their working conditions (4.86), a factor heavily influenced by transformational leadership through the promotion of trust and collaboration (Ramirez et al., 2025). High scores in role satisfaction (4.76) and administrative support (4.68) further indicate that school heads successfully foster a sense of professional worth and provide the necessary emotional and professional guidance to reduce work-related stress (Naziah et al., 2020). While the data is overwhelmingly positive, the moderate satisfaction regarding overall teaching experience (2.82), paired with higher variability, suggests that a small segment of the faculty may still face challenges related to workload or role demands. However, the low mean for

unhappiness (1.60) confirms that negative sentiments are uncommon. Overall, these findings position high job satisfaction as a foundational driver of teacher morale and a critical predictor of stability within the Schools Division of Eastern Samar.

4.2.2 Motivation

Table 6, the level of teacher motivation achieved a grand mean of 3.31 (SD = 0.648), interpreted as "Moderately Satisfied." This suggests that while teachers generally maintain a positive work attitude, their motivational levels vary depending on specific organizational and environmental factors.

Table 6. Teachers' Morale and Retention: Motivation

Statement	Mean	SD	Interpretation
I feel motivated to perform my teaching duties effectively.	4.05	.493	Highly Satisfied
I am enthusiastic about coming to work each day.	4.16	.453	Highly Satisfied
I feel encouraged to give my best effort in teaching.	4.16	.453	Highly Satisfied
I feel unmotivated due to work-related challenges.	2.03	1.571	Minimally Satisfied
I am motivated to improve my teaching performance.	4.20	.426	Highly Satisfied
I often lack the drive to perform my teaching tasks well.	1.23	.491	Not Satisfied
Grand Mean	3.31	.648	Moderately Satisfied



The analysis of positive indicators reveals a strong intrinsic drive among faculty, particularly regarding professional improvement (4.20) and daily enthusiasm (4.16). These high scores support the role of transformational leadership, specifically inspirational motivation, in fostering teacher persistence and dedication (Bass, 1985; Heenan et al., 2024). However, the data also highlights the impact of external stressors. While a lack of basic drive is uncommon (Mean: 1.23), the score for unmotivation due to work-related challenges (2.03) indicates that factors such as administrative demands or resource constraints can dampen morale. The high standard deviation in this area suggests that these challenges do not affect all teachers equally, reinforcing the idea that

organizational conditions and leadership support are critical in maintaining professional momentum (Ramirez et al., 2025). Ultimately, these findings confirm that while teacher commitment is high, systemic challenges remain a key factor in balancing overall motivation.

4.2.3 Professional Commitment

As shown in Table 7, the level of Professional Commitment among teachers earned a grand mean of 4.06 (SD = 0.522), interpreted as "Highly Satisfied." This high score indicates that teachers maintain a deep-seated dedication to their vocation, which serves as a robust pillar for overall morale and retention.

Table 7. Teachers' Morale and Retention: Professional Commitment

Statement	Mean	SD	Interpretation
I am committed to the teaching profession.	4.33	.694	Very Highly Satisfied
I am willing to exert extra effort for my students' success.	4.92	.270	Very Highly Satisfied
I take pride in being a teacher.	4.67	.473	Very Highly Satisfied
I feel little sense of responsibility toward my profession.	4.46	.712	Very Highly Satisfied
I am dedicated to maintaining high professional standards.	4.59	.493	Very Highly Satisfied
I sometimes feel disconnected from my role as a teacher.	1.41	.493	Not Satisfied
Grand Mean	4.06	.522	Highly Satisfied

The results highlight an altruistic drive, with teachers showing the highest commitment toward student success (4.92). This willingness to go beyond formal requirements is a hallmark of transformational leadership settings, where inspired vision translates into a deeper sense of professional purpose (Bass, 1985; Ramirez et al., 2025). High ratings for professional pride (4.67) and adherence to standards (4.59) further suggest a strong professional identity, which research identifies as a key factor in teacher resilience and long-term retention (Marbaniang et al., 2023). The low score for feeling disconnected (1.41) confirms that professional detachment is rare among the respondents. Furthermore, the high rating regarding responsibility toward the profession (4.46) reinforces

the finding that these educators view their work through a lens of accountability and ethical duty. Ultimately, these findings underscore that strong professional commitment is a vital safeguard against turnover, sustaining teacher morale even in the face of institutional challenges.

4.2.4 Intention to Stay

As indicated in Table 8, the level of Intention to Stay among teachers achieved a grand mean of 4.03 (SD = 0.621), interpreted as "Highly Satisfied." This indicates a strong inclination toward institutional stability, with teachers generally planning to remain in their current schools, a key indicator of positive morale and effective leadership.

Table 8. Teachers' Morale and Retention: Intention to Stay

Statement	Mean	SD	Interpretation
I plan to continue teaching in this school.	4.87	.335	Very Highly Satisfied
I see myself working in this school for several more years.	4.79	.406	Very Highly Satisfied
I rarely think about leaving this school.	4.79	.406	Very Highly Satisfied
I often consider transferring to another school.	3.78	1.643	Highly Satisfied
I intend to remain in this school despite challenges.	4.64	.482	Very Highly Satisfied
I plan to leave this school if given the opportunity.	1.29	.453	Not Satisfied
Grand Mean	4.03	.621	Highly Satisfied

The individual indicators reflect a high degree of loyalty, particularly the plan to continue teaching in the same school (4.87). Furthermore, the commitment to remain despite

challenges (4.64) suggests that teachers possess significant professional resilience. This aligns with transformational leadership theory, which posits that leaders who inspire a



shared purpose foster deeper perseverance and loyalty (Bass, 1985; Lazcano et al., 2022). While the data generally shows a strong desire to stay, the indicator regarding transferring to another school (3.78) showed higher variability (SD = 1.643). This suggests that for some teachers, personal factors such as geographical location or career progression may influence their long-term plans (Pressley et al., 2023). However, the low mean for the plan to leave if given an opportunity (1.29) confirms that most faculty members are not actively seeking to exit. Ultimately, these results underscore that a supportive school

climate and effective leadership are foundational to maintaining a stable and committed workforce.

4.2.5 Organizational Commitment

Table 9, the level of Organizational Commitment among teachers achieved a grand mean of 3.68 (SD = 0.412), interpreted as "Highly Satisfied." This suggests a strong sense of attachment and loyalty across the faculty, with the low standard deviation indicating that these feelings of institutional identification are widely shared.

Table 9. Teachers' Morale and Retention: Organizational Commitment

Statement	Mean	SD	Interpretation
I feel a strong sense of belonging to this school.	4.71	.453	Very Highly Satisfied
I am proud to be a member of this school.	4.79	.406	Very Highly Satisfied
I feel loyal to this school organization.	4.92	.270	Very Highly Satisfied
I feel emotionally attached to this school.	4.84	.365	Very Highly Satisfied
I do not feel committed to this school.	1.44	.498	Not Satisfied
I feel little responsibility for the success of this school.	1.36	.482	Not Satisfied
Grand Mean	3.68	.412	Highly Satisfied

The analysis highlights exceptionally high affective commitment, with loyalty (4.92) and emotional attachment (4.84) emerging as the strongest indicators. According to organizational commitment theory, these emotional bonds are critical determinants of employee retention (Meyer & Allen, 1991). High scores in pride (4.79) and belonging (4.71) further suggest that teachers are personally invested in their school's success, a state often fostered by transformational leaders who build trust and a shared vision (Bass, 1985; Ramirez et al., 2025).

In contrast, the low means for negative items—such as lack of commitment (1.44) and lack of responsibility (1.36)—confirm that faculty members reject sentiments of detachment. These findings align with both international and local research, which identifies strong organizational commitment as a vital factor in reducing turnover and ensuring institutional stability

(Hamilton et al., 2020; Encarnacion et al., 2025). Ultimately, this high level of commitment serves as a key driver for sustained teacher morale and improved school performance.

4.3 RELATIONSHIP BETWEEN TRANSFORMATIONAL LEADERSHIP PRACTICES OF SCHOOL HEADS AND TEACHERS' MORALE AND RETENTION

Table 10 presents the correlation analysis between transformational leadership practices and teachers' morale and retention. The results indicate that all four dimensions, Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration, have significant positive relationships with all indicators of morale and retention. All coefficients are significant at the 0.05 level ($p = .000$), demonstrating statistically meaningful associations.

Table 10. Relationship Between Transformational Leadership and Teachers' Morale/Retention

Variables		Teachers' Morale and Retention			
Transformational Leadership Practices	Job Satisfaction	Motivation	Professional Commitment	Intension to stay	Organizational Commitment
Idealized Influence	.692* .000	.674* .000	.701* .000	.689* .000	.715* .000
Inspirational Motivation	.678* .000	.652* .000	.689* .000	.671* .000	.694 *.000
Intellectual Stimulation	.701* .000	.683* .000	.712* .000	.695* .000	.728* .000
Individualized Consideration	.734* .000	.716* .000	.748* .000	.729* .000	.762* .000
	.000	.000	.000	.000	.000

*Correlation is significant at the .05 level ($p=.000$)

The correlation analysis reveals that all four dimensions of transformational leadership, idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration, maintain a significant positive relationship with

every indicator of teacher morale and retention. Each correlation coefficient reached statistical significance at the 0.05 level ($p = .000$), confirming that as school heads increase their transformational practices, there is a corresponding rise in



job satisfaction, motivation, and professional commitment among staff. These results underscore that effective leadership is not merely an administrative function but a primary driver of a stable and committed teaching workforce.

Among the specific dimensions, individualized consideration emerged as the most powerful predictor of morale and retention. With coefficients ranging from $r = .716$ to $r = .762$, it showed its strongest link with organizational commitment. This highlights that when school heads treat teachers as individuals, provide personalized mentoring, and support professional growth, they foster the highest levels of loyalty. Similarly, intellectual stimulation ($r = .728$) and idealized influence ($r = .715$) both showed their strongest associations with organizational commitment, suggesting that fostering innovation and modeling ethical behavior are essential for making teachers feel personally invested in their school's success.

Furthermore, inspirational motivation was found to be a key factor in strengthening professional and organizational commitment ($r = .689$ and $r = .694$, respectively). This indicates that school heads who articulate a clear vision and maintain enthusiasm during crises help teachers stay connected to their sense of purpose. Collectively, these findings align with both international and Philippine studies, reinforcing the conclusion that transformational leadership serves as a vital mechanism for sustaining teacher morale and reducing turnover in public secondary schools.

V. SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

This study explored the relationship between the transformational leadership practices of school heads and teacher morale and retention in public secondary schools. Specifically, it assessed four dimensions of leadership, idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration, alongside five indicators of teacher well-being: job satisfaction, motivation, professional commitment, intention to stay, and organizational commitment. Employing a descriptive-correlational research design, the study gathered data from public secondary school teachers using a validated researcher-made questionnaire. Findings indicated that school heads frequently exhibit transformational leadership behaviors. Correspondingly, teachers reported high morale and retention levels, though motivation was rated as only "moderately satisfied." Correlation analysis confirmed that all leadership dimensions have a significant positive relationship with all morale and retention indicators.

5.2 Conclusions

Based on the research findings, the following conclusions were reached:

1. **Prevalence of Leadership:** School heads consistently apply transformational leadership, prioritizing ethical modeling, trust-building, and intellectual stimulation.
2. **Status of Teacher Morale:** While teachers exhibit strong professional commitment and a high intention to stay, their motivation is only moderately satisfied, suggesting that external work-related challenges impact their daily enthusiasm.

3. **Impact of Leadership:** There is a robust, significant positive link between transformational leadership and teacher retention. Effective leadership directly correlates with higher staff satisfaction and loyalty.
4. **The Strongest Predictor:** Individualized consideration is the most influential dimension, proving that personalized support and recognition are the most effective tools for boosting morale.
5. **Theoretical Alignment:** The results affirm transformational leadership theory, proving that value-driven leadership is essential for fostering a positive school climate and sustaining a stable workforce.

5.3 Recommendations

To further improve school leadership and teacher retention, the following is recommended:

1. **Prioritize Individual Support:** School heads should intensify their use of individualized consideration, focusing on personalized mentoring and recognizing the unique professional needs of each teacher.
2. **Foster Open Communication:** Teachers should be encouraged to voice their professional concerns and engage in the innovative practices introduced by leadership to strengthen mutual support.
3. **Enhance Training Programs:** The Department of Education (DepEd) should integrate transformational leadership, specifically ethical and motivational strategies, into formal development programs for school heads.
4. **Optimize Working Conditions:** Policy makers should develop initiatives that address workload and resource access to improve the "moderately satisfied" motivation levels found in this study.
5. **Expand Research Horizons:** Future research should utilize qualitative or mixed-method approaches to explore other variables such as occupational stress, workload, and organizational culture.

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