

# Practice of Transformational Leadership of School Heads and Work Performance of Teachers in Public Elementary Schools

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**Abstract.** Good leadership is significant since it is one of the motivating factors that motivate teachers to excel in providing quality education to learners. The purpose of this study is to measure the extent of the practice of transformational leadership of school heads and the work performance of teachers in public elementary schools in District V of the Division of Bacolod City. Random sampling was used to identify the 175 respondents. The study utilized descriptive, comparative, and correlational research designs and an adapted researcher-made survey questionnaire, which was validated and underwent reliability tests. The research found that school heads were perceived to have a high level of transformational leadership practice and were rated very high by Master and Grade 2 Teachers. Teachers' performance was generally outstanding, except for Grade 2 Teachers, who had very satisfactory ratings. The study concluded that there was no significant difference in leadership practices and work performance according to variable length of service, teaching position, marital status, and grade level taught. Furthermore, no significant relationship was found between the transformational leadership of school heads and teachers' work performance. Research indicates that elementary school teachers assessed their school heads as transformational leaders, and teachers demonstrated a high level of work performance. In conclusion, despite the positive effects of transformational leadership on motivation at work, it does not significantly impact teachers' performance. Thus, factors such as teaching styles and classroom strategies may significantly influence work performance.

**Keywords:** Transformational leadership; Work performance; School head; Teaching performance; Public elementary school.

## 1.0 Introduction

Transformational leadership has become the most influential leadership philosophy in the past 20 years, significantly influencing employee and organizational performance and growth, especially in challenging environments (Buil et al., 2019). A team's productivity and the minds of its members are greatly influenced by the actions and disposition of its leader. According to recent theoretical advancements and empirical research, leadership styles significantly impact individual and organizational performance, such as organizational citizenship, satisfaction, and performance (Tian et al., 2020).

This leadership style emphasizes interpersonal interaction, meeting needs, encouraging, and providing a moral framework. It is crucial in educational institutions to build relationships, influence performance, and promote promote. Idealized influence is critical, inspiring subordinates to prioritize collective goals over personal interests. This leadership style is prevalent in developing countries with high educational status, like Finland and the United

States (Firmansyah et al., 2022). Several prior research examined the impact of transformational leadership on teacher performance. Several studies show that transformational leadership influences teacher performance. (Saptono et al., 2021)

Evaluating the leadership abilities of school heads is essential for fostering collaboration between educational authorities, teachers, students, parents, and the community. It underscores the significance of effective leadership in driving educational excellence and societal development in the Philippines (Uy et al., 2024). School principals' leadership significantly impacts teachers' motivation and performance, while transformational leadership emphasizes workforce dedication and intrinsic motivation (Sarong, 2023).

School heads demonstrate effective leadership strategies, while teachers demonstrate satisfactory teaching quality. However, productivity disparities exist based on teaching status and years of experience (Nicdao, 2019; Aquino et al., 2021). Furthermore, a study by Yacon and Cayaban (2023) evaluated the relationship between school administrators' transformational leadership and teachers' adaptive performance in providing organizational support. Results showed a strong positive relationship between transformational leadership and teachers' adaptive performance in seven private international schools in the Philippines.

Nevertheless, more in-depth research is needed to assess effective leadership practice strategies, regardless of whether the principal's leadership styles promote growth in dedication towards self, student, and institutional development (Kareem et al., 2023). In addition, Wang et al. (2019) emphasize the need for further research on the effectiveness of transformational leadership in different cultural settings, highlighting its influence on organizational norms and values.

Research on transformational leadership practices and teacher performance in the Philippines is crucial for addressing educational challenges. Understanding context-specific differences across schools is essential for developing effective policies and interventions in the education system. Understanding the long-term impact of transformational leadership on teacher performance is also essential. Generally, this study aimed to identify the extent of the practice of school heads and its relationship to teachers' work performance in public elementary schools. It was on this premise that the researcher opted to pursue this study so that the results could be used as the basis for developing a training program and school learning action cell (SLAC) sessions that would guide school heads to implement transformational leadership in their institutions to improve their work performance.

## **2.0 Methodology**

### **2.1 Research Design**

This study employed a descriptive, comparative, and correlational research design. According to Shuttleworth (2019), descriptive research design is a scientific method that requires observing and describing a subject's behavior without influencing it. The descriptive approach in this study is to examine the extent of transformational leadership by the school head, the level of work performance of the teachers according to their demographic profile, such as tenure of service, teaching position, marital status, and grade level, and the relationship between those variables.

A comparative research design determines and compares the results between two or more groups that continue to exist in the given situation. Descriptive and analytical methods can examine variations within or across groups (Devi, 2022). This research design aims to compare the significant differences between transformational leadership and teachers' work performance according to the demographic profile of the respondents. A correlational research design examines the relationship between variables without the researcher changing or adjusting them. It describes the direction and extent of a relationship between two or more factors. A correlation's direction could be positive or negative (Bhandari, 2021). This study aimed to identify the significant relationship between the extent of transformational leadership among school heads and the level of teachers' work performance.

### **2.2 Research Locale**

The study was conducted in one hundred seventy-five (175) elementary public schools in District V in the Division of Bacolod City for the academic year 2023-2024. The respondents were permanent or regular teaching personnel,

regardless of their position. District V is composed of seven (7) elementary schools located in Bacolod City and is under the province of Negros Occidental.

### **2.3 Research Participants**

The respondents of the study included one hundred seventy-five (175) elementary public school teachers of District V in the Division of Bacolod City during the academic year 2023-2024. Respondents from the seven districts' schools were randomly selected to achieve a representative distribution, ensuring each teacher had an equal chance of being included in the sample.

### **2.4 Research Instrument**

The research instrument is a survey questionnaire that aims to measure the extent of the public school teachers' transformational leadership of school heads. The questionnaire was divided into two parts. The first part of the survey is the respondents' profiles, such as tenure of service, teaching position, marital status, and grade level taught. The second part of the survey is about the extent of the practice of transformational leadership of the school heads as assessed by their teachers. It is adapted from the Principal Leadership Questionnaire designed by Leithwood et al. (1996) and developed by Enceria Damanik (2014). They created the PLQ to create and partially evaluate a theoretical explanation of how teachers see transformational education leadership in their school heads. It is a 48-item questionnaire rated on a four-point Likert scale ("almost always" to "never").

For the measurement of the teachers' work performance, they were evaluated through their IPCRF rating (Individual Performance Commitment and Review Form) in terms of the Teaching Learning process, Students' outcomes, and Professional Growth and Development. This served as the secondary data for this study since the rating was already rated in July 2023 of S.Y. 2022-2023. Hence, the items found in the Department of Education's Individual Performance Commitment and Review Form and the evaluation tool for leadership styles for subject coordinators were modified to produce an instrument suited for the school. It is supported by Department of Education Order No. 2, s. 2015.

### **2.5 Data Gathering Procedure**

Utilizing the authorized research tool, the researcher submitted a permission letter to the Schools Division Superintendent (SDS) through the PSDS of the Division of Bacolod City. The letter consisted of a written request asking permission from the superintendent to conduct the study on the District V elementary public school teachers, which the researcher signed, the adviser, and the Dean of the Graduate School.

The researcher also submitted a letter asking permission from the school head to access and gather teachers' performance ratings through their Individual Performance Commitment and Review Form (IPCRF), a toolset by the Department of Education standards for measuring teachers' efficiency and effectiveness in the teaching-learning process. Also, the signed letter from the Schools Division Superintendent (SDS) through the PSDS of the Division of Bacolod City was forwarded to the school principals to determine the study's respondents.

The researcher personally distributed the questionnaires to the respondents in their respective schools. Confidentiality of the respondents' responses was assured that their answers would be solely for research purposes. Appropriate statistical tools like survey questionnaires were retrieved for tallying, tabulation, and data analysis.

### **2.6 Ethical Considerations**

The researcher ensured the ethical integrity of the study by addressing the broad ethical principles of beneficence, justice, and respect for individuals. The study respondents were given a consent form for voluntary participation in this research investigation. They were not forced to answer the survey questionnaire and were free to withdraw at any moment while the data was being collected. The researcher guaranteed the confidentiality of the information provided by the participants and allowed the respondents the right to privacy and anonymity about any information they shared throughout the study. The identity of the respondents was never revealed, leaked, or published. The materials containing the responders' data were appropriately secured and preserved.

### 3.0 Results and Discussion

#### 3.1 Practice of Transformational Leadership of School Heads

Results in Table 1 showed that when taken as a whole, elementary school teachers assessed their school heads as practicing a "high" extent of transformational leadership, given a mean of 4.30 and a standard deviation of 0.65. The general extent of elementary teachers conveys that the elementary teacher positively or highly regards their heads as transformational leaders.

**Table 1.** Extent of practice of transformational leadership of school heads

| <b>Variable Grouping</b>  | <b>Mean</b> | <b>SD</b> | <b>Interpretation</b> |
|---------------------------|-------------|-----------|-----------------------|
| <b>As a whole</b>         | 4.30        | 0.65      | High                  |
| <b>Length of Service</b>  |             |           |                       |
| Shorter (9yrs & below)    | 4.53        | 0.72      | High                  |
| Longer (10yrs & above)    | 4.32        | 0.59      | High                  |
| <b>Teaching Position</b>  |             |           |                       |
| Teacher Position (T1-T3)  | 4.28        | 0.66      | High                  |
| Master Teacher            | 4.55        | 0.55      | Very High             |
| <b>Marital Status</b>     |             |           |                       |
| Single                    | 4.37        | 0.63      | High                  |
| Married                   | 4.26        | 0.67      | High                  |
| Other                     | 4.47        | 0.48      | High                  |
| <b>Grade Level Taught</b> |             |           |                       |
| Kinder                    | 4.19        | 0.59      | High                  |
| Grade 1                   | 4.21        | 0.73      | High                  |
| Grade 2                   | 4.61        | 0.52      | Very High             |
| Grade 3                   | 4.34        | 0.56      | High                  |
| Grade 4                   | 4.45        | 0.48      | High                  |
| Grade 5                   | 4.30        | 0.68      | High                  |
| Grade 6                   | 4.30        | 0.65      | High                  |

It was supported by the study of Sholikhah and Purwanta (2020), which states that principals are highly transformational. The principal, a transformational leader with noble values like religion, discipline, and independence, contributes to the school's vision, mission, goals, and programs by developing curriculum, preparing infrastructure, and collaborating with assistant teachers and student guardians. Furthermore, according to the research, school heads have demonstrated a high degree of transformational leadership in professional and values growth. It is a positive sign that school administrators support teacher professional development and values development, both aimed at improving the educational system (Badato, 2020). In addition, Manongsong (2019) stated that teacher respondents gave the school head's transformational leadership style an "excellent" rating regarding idealistic influence, inspirational motivation, individualized concern, and indicators of intellectual stimulation. It implies that elementary school teachers highly value and positively perceive transformational leadership, characterized by a strong vision, collaboration, and innovative problem-solving. This leadership style, driven by passion and commitment, contributes significantly to school success and can lead to long-term improvements and positive outcomes in the educational environment. Teachers believe their principals successfully implement these practices, aligning with previous studies indicating their effectiveness in achieving school success.

Moreover, table 1 results showed that when grouped according to length of service, teaching position, marital status, and grade level taught, both teachers perceive their school heads' transformational leadership as high regardless of their length of service. Also, in the teaching position, master teachers rate their school heads' transformational leadership higher than teachers in positions T1-T3, with a "very high" interpretation. Additionally, marital status categories rate the school heads' transformational leadership as high, with the "Other" category showing the highest mean. For the grade level taught, teachers across all grade levels perceive their school heads' transformational leadership as high, with Grade 2 teachers rating it as "very high."

The table implies that elementary school teachers, irrespective of their length of service, teaching position, marital status, or grade level taught, generally perceive their school heads as transformational leaders. Master and Grade 2 teachers perceive their school heads' transformational leadership exceptionally well. Master teachers highly perceive the school head's transformational leadership since they report directly to the principal. In the Philippine educational system, school heads are the highest-ranking administrators in elementary or high schools. They

report directly to the school or supervise master teachers and those under their jurisdiction. School heads, head teachers, and master teachers are responsible for the overall operation of a school (Boga, 2019). Furthermore, Estacio (2022) suggests that in a shared decision-making and site-based management era, school heads may refer to various school administrators and leaders, including assistant principals, head teachers, and master teachers, who all play a crucial role in achieving school objectives.

Correspondingly, school heads adopt a transformational leadership style to improve school setups, focusing on moral and ethical commitment, student well-being, and maintaining proximity to improve performance (Rehman, 2019). As for grade level taught, Bouchamma et al. (2021) in their study affirmed that increased grade levels have a favorable impact on practices and attitudes, teacher professional development, transformational leadership, and a decrease in justice practices among human capital factors. It revealed that transformational leadership significantly impacts teaching and learning outcomes in Grade 2 teachers. Effective practices like clear goals, professional development, and support enhance teaching effectiveness and student achievement.

This result implies that transformational leadership by school heads is highly valued across various teacher demographics, with particularly very high ratings from Master Teachers and Grade 2 teachers. This leadership style fosters a positive educational environment and enhances teaching and learning outcomes, underscoring its importance in effective school management.

### 3.2 Work Performance of Elementary School Teachers

Table 2 showed that when taken as a whole, teachers' level of work performance was "Outstanding," with a mean score of 4.55 and a standard deviation of 0.25. It indicates that, generally, elementary teachers exhibit a very high level of work performance across all categories examined in the study.

**Table 2.** Level of work performance of elementary school teachers

| <b>Variable Grouping</b>  | <b>Mean</b> | <b>SD</b> | <b>Interpretation</b> |
|---------------------------|-------------|-----------|-----------------------|
| <b>As a whole</b>         | 4.55        | 0.25      | Outstanding           |
| <b>Length of Service</b>  |             |           |                       |
| Shorter (9yrs & below)    | 4.53        | 0.22      | Outstanding           |
| Longer (10yrs & above)    | 4.58        | 0.28      | Outstanding           |
| <b>Teaching Position</b>  |             |           |                       |
| Teacher Position (T1-T3)  | 4.55        | 0.26      | Outstanding           |
| Master Teacher            | 4.64        | 0.19      | Outstanding           |
| <b>Marital Status</b>     |             |           |                       |
| Single                    | 4.51        | 0.26      | Outstanding           |
| Married                   | 4.56        | 0.25      | Outstanding           |
| Other                     | 4.68        | 0.17      | Outstanding           |
| <b>Grade Level Taught</b> |             |           |                       |
| Kinder                    | 4.54        | 0.16      | Outstanding           |
| Grade 1                   | 4.50        | 0.26      | Outstanding           |
| Grade 2                   | 4.46        | 0.30      | Very Satisfactory     |
| Grade 3                   | 4.61        | 0.22      | Outstanding           |
| Grade 4                   | 4.57        | 0.30      | Outstanding           |
| Grade 5                   | 4.62        | 0.20      | Outstanding           |
| Grade 6                   | 4.55        | 0.26      | Outstanding           |

In terms of knowledge of the subject matter and pedagogical approaches, the teachers' performance was outstanding, as assessed by their master teachers. However, the study of Hermogeno & Dulos (2022) slightly deviates from the result of this by indicating mere "very satisfactory" work performance, while it also slightly supports the "outstanding" work performance result of elementary teachers in this study in general. In the Philippine setting, the performance rating of school heads depends on the work performance of schoolteachers. It is supported by Department of Education Order No. 2, s. 2015 (Department of Education, 2015), stating that school heads' performance ratings for promotion are very satisfactory, with teachers' work performance significantly affecting their rating.

It implies that the consistently outstanding ratings of elementary teachers' work performance reflect a robust educational system where teachers' effectiveness significantly contributes to school leadership's overall performance and evaluation.

Furthermore, table 2 presents the work performance levels of elementary teachers, analyzed by various categories such as length of service, teaching position, marital status, and grade level taught. This table indicates that elementary teachers, regardless of their length of service, teaching position, marital status, or grade level taught, consistently exhibit an "Outstanding" level of work performance. Master Teachers and teachers classified under "Other" marital status have the highest mean ratings, suggesting exceptionally high performance in these groups. Although Grade 2 teachers rated their performance as "Very Satisfactory," all other grades rated it as "Outstanding."

The implication is that elementary teachers generally perform exceptionally well, with most achieving an "Outstanding" level of work performance across various categories. However, Grade 2 teachers who rate their performance as "Very Satisfactory," may not reach the same level of excellence as their counterparts teaching other grade levels, indicating their performance may not be as high. Very Satisfactory means that the respondents had exceeded the minimum requirements or indicators for the said rating but could not achieve the highest requirements for an outstanding rating (Sarabia & Collantes, 2020). A study reveals that grade two teachers face various challenges, including work stress, negative quality, and learners' behavior. The most significant issues include digital learning needs, absenteeism, reading and comprehension skills, due reports, and work overload. Grade 2 teachers have also identified challenges related to enhancing reading skills and student engagement, including improving reading skills, increasing engagement, and promoting socialization (Mislant et al., 2023).

It has implied that the "Very Satisfactory" rating for grade 2 teachers in Bacolod City is due to their ability to manage work stress, quality standards, student behavior, digital learning, absenteeism, reading skills, report deadlines, and work overload. Proactive support and interventions are crucial to maintaining high performance and delivering quality education, ultimately benefiting students' educational experiences.

### 3.3 Difference in the Extent of Practice of Transformational Leadership

#### *According to Length of Service and Teaching Position*

Data in Table 3 is centered on ascertaining possible significant differences in the extent of the teachers' transformational leadership of the school heads. The computed value showed no significant difference when teachers were grouped according to length of service ( $p=0.705$ ) and teaching position ( $p=0.186$ ), which failed to reject the null hypothesis. Therefore, the null hypothesis was accepted, stating that no significant difference exists in the extent of transformational leadership among teachers when grouped according to these variables. These findings favor the idea that regardless of the length of service and teaching position of the elementary teachers, their assessment of the extent of transformational leadership practice of the school heads does not significantly vary or appears to be almost of the same extent or weight.

**Table 3.** Analysis of the difference in the extent of practice of transformational leadership of school according to length of service and teaching position

| Variable Grouping        | n   | Mean Rank | Sum of Ranks | Mann-Whitney U | P-value | Significance at $\alpha = 0.05$ | Decision                     |
|--------------------------|-----|-----------|--------------|----------------|---------|---------------------------------|------------------------------|
| <b>Length of Service</b> |     |           |              |                |         |                                 |                              |
| Shorter (9&below)        | 82  | 89.52     | 7340.5       | 3688.5         | 0.705   | Not Significant                 | Do not Reject H <sub>0</sub> |
| Longer(10&above)         | 93  | 86.66     | 8059.9       |                |         |                                 |                              |
| <b>Teaching Position</b> |     |           |              |                |         |                                 |                              |
| T1 – T3                  | 161 | 86.53     | 13931.5      | 890.5          | 0.186   | Not Significant                 | Do not Reject H <sub>0</sub> |
| Master Teacher           | 14  | 104.89    | 1468.5       |                |         |                                 |                              |

It was affirmed by the study of Morales (2022), which stated that transformational leadership and length of service are the same. It implies that assessment in transformational leadership remains the same when teachers are grouped according to the length of service. In addition, a study by Thanh and Quang (2022) supported this result by stating that the evaluation of public sector employees' work performance and their leadership style scores do not differ statistically significantly, according to transformational leadership and job position analysis.

However, Bulilan (2023) negated that transformational leadership style directly influences the length of service and current position. Furthermore, the length of service implies job satisfaction and effectiveness and efficiency in their jobs. More extended work experience is associated with higher expectations for their work performance and greater job satisfaction (Maruhom et al., 2024).

It implies that teachers' perceptions of transformational leadership among school heads are consistent, regardless of their teaching experience or position. It suggests that teachers view their school heads' leadership practices, similarly, indicating a potentially practical and uniformly applied leadership style. Designations within the school, such as being a master teacher, can also shape how transformational leadership is perceived, as these roles may interact with leadership in unique ways. Additionally, teachers' individual experiences within the school and in their careers can color their perceptions of leadership effectiveness. However, the study suggests that other factors, like designation and experience, can significantly influence how transformational leadership is perceived in different settings. Therefore, while the findings hold for this study, other factors may influence how transformational leadership is perceived in different settings.

#### *According to Marital Status and Grade Level Taught*

Table 4 shows the results in the extent of practice of transformational leadership of school heads as assessed by the elementary school teachers when further grouped as to marital status ( $p=0.429$ ), and grade level taught ( $p=0.081$ ). The study found no significant differences in marital status and grade level taught among elementary teachers based on marital status or grade level taught. The p-values indicate no statistically significant differences in distributions across different groups, indicating that the null hypothesis cannot be rejected for either variable grouping.

**Table 4.** Analysis of the difference in the extent of practice of transformational leadership of school heads according to marital status and grade level taught

| Variable Grouping         | n   | Mean Rank | df | $\chi^2$ | P-value | Significance at $\alpha = 0.05$ | Decision            |
|---------------------------|-----|-----------|----|----------|---------|---------------------------------|---------------------|
| <b>Marital Status</b>     |     |           |    |          |         |                                 |                     |
| Single                    | 46  | 92.75     | 2  | 1.694    | 0.429   | Not Significant                 | Do not Reject $H_0$ |
| Married                   | 120 | 85.03     |    |          |         |                                 |                     |
| Other                     | 9   | 103.33    |    |          |         |                                 |                     |
| <b>Grade Level Taught</b> |     |           |    |          |         |                                 |                     |
| Kinder                    | 11  | 79.50     | 6  | 11.264   | 0.081   | Not Significant                 | Do not Reject $H_0$ |
| Grade 1                   | 26  | 82.31     |    |          |         |                                 |                     |
| Grade 2                   | 21  | 112.43    |    |          |         |                                 |                     |
| Grade 3                   | 27  | 89.93     |    |          |         |                                 |                     |
| Grade 4                   | 30  | 96.42     |    |          |         |                                 |                     |
| Grade 5                   | 29  | 67.98     |    |          |         |                                 |                     |
| Grade 6                   | 31  | 88.15     |    |          |         |                                 |                     |

Hence, Morales (2022) in their study affirmed that marital status has no direct influence on the perceived transformational leadership styles of the respondents. Furthermore, this is supported by the findings of Skelton (2019) stated that the study found no significant difference in perceived principal instructional leadership functions or grade-level teaching. In addition, it was revealed that demographic characteristics marital status, and grade level taught by the teachers had little bearing on how school heads executed leadership styles. Similarly, the study uncovered that marital status does not bring differences in teachers' commitment levels. The study revealed that teachers in the various departments (kindergarten, primary, and intermediate) have similar commitment levels (Boye, 2023).

It implies that since the study found no significant differences in the perceived practice of transformational leadership by school heads based on marital status or grade level taught, it suggests that effective leadership is shaped by individual capabilities and professional settings. However, grade levels may have different expectations. Universal skills should be the primary objective of effective leadership development, and competence should be prioritized over personal characteristics during the hiring process. Policies should comprehensively assist school administrators, and further study should look into other aspects that affect a leader's effectiveness. Leadership training can be designed to meet the specific demands of various grade levels by understanding their particular needs. Additionally, school leaders may adapt to the changing educational context by fostering a culture of continuous learning and adaptability. Focusing on strategies tailored to specific contexts can significantly improve leadership effectiveness. Ongoing professional development and support designed to address the distinct challenges of various educational environments will be essential for progress.

### 3.4 Difference in the Level of Work Performance

#### *According to Length of Service and Teaching Position*

Results in table 5 showed that there was no significant difference in the extent of elementary teachers' work performance when grouped into profile variables. When grouped according to length of service ( $p=0.097$ ) and teaching position ( $p=.084$ ), the computed value signified also showed no significant difference. Therefore, the null hypothesis for the objective was accepted. The results indicate that elementary teachers' work performance levels do not significantly differ based on their length of service or teacher position.

**Table 5.** Analysis of the difference in the level of work performance of elementary school teachers according to length of service and teaching position

| Variable Grouping        | n   | Mean Rank | Sum of Ranks | Mann-Whitney U | P-value | Significance at $\alpha = 0.05$ | Decision                     |
|--------------------------|-----|-----------|--------------|----------------|---------|---------------------------------|------------------------------|
| <b>Length of Service</b> |     |           |              |                |         |                                 |                              |
| Shorter (9&below)        | 82  | 81.24     | 6662.00      | 3259.00        | 0.097   | Not Significant                 | Do not Reject H <sub>0</sub> |
| Longer (10 & above)      | 93  | 93.96     | 8738.00      |                |         |                                 |                              |
| <b>Teaching Position</b> |     |           |              |                |         |                                 |                              |
| T1 - T3                  | 161 | 86.76     | 86.76        | 890.50         | 0.186   | Not Significant                 | Do not Reject H <sub>0</sub> |
| Master Teacher           | 14  | 102.21    | 102.21       |                |         |                                 |                              |

This implies that performance levels can be used consistently for professional development, assessment, and support systems since performance levels are constant across these profile characteristics. According to the findings, fair and inclusive professional environments that provide equal access to opportunities and resources for all teachers are necessary to promote a culture of consistently high performance. This is supported by the study of Gacusan and Calangi (2022), stating that there is no significant difference between the work performance of the respondents in terms of length of service. The study also found no significant difference in grade level taught. The findings suggest that all teachers, not just those starting their careers, need improved support and professional learning.

On the other hand, the study by Gacusan and Calangi (2022) negated that the teaching position significantly impacts teachers' work performance, with a significant difference observed between their performance levels and their demographic profile, such as teaching position. In addition, the study of Cruzos (2022) revealed that since teaching positions were found to be significant and a contributing factor to teachers' teaching performance, the teacher must upgrade their positions, whether through promotions or reclassifications, by taking into consideration the fundamental requirements by DepEd policies and guidelines. Hermogeno and Dulos (2022) stated that Teachers' performance varies across positions, with higher positions resulting in better teaching performance. Teachers I-III should be proficient and professionally independent, while Master Teachers I-IV should be highly proficient and consistently perform well in their teaching practice. Increasing teacher quality is a top priority in reforms aimed at education. This distinction ensures a clear career progression and encourages continuous professional development. Furthermore, targeted training programs and mentorship opportunities can help teachers at all levels achieve these proficiency standards. Ensuring that teachers meet these benchmarks will ultimately lead to improved student outcomes and a stronger educational system.

It implies that results show no substantial difference in the work performance of elementary teachers according to their position or term of service. This supports establishing standardized mechanisms for assistance, evaluation, and professional growth. To ensure that all teachers have the chance to succeed and support efforts for educational reform, it is also critical to consider opposing research and continue to promote career advancement and professional development. Implementing these standardized mechanisms will help create a more equitable educational environment. By offering consistent support and evaluation, schools can better identify areas needing improvement and ensure that all teachers receive the resources they need. Additionally, ongoing professional development should be tailored to address the specific needs of educators at various stages of their careers, fostering continuous growth and adaptation. Encouraging a culture of collaboration and knowledge-sharing among teachers can further enhance their professional skills. Lastly, recognizing and rewarding exceptional performance can motivate teachers to strive for excellence, ultimately benefiting the entire educational community.

### *According to Marital Status and Grade Level Taught*

Data on table 6 showed the elementary teachers' work performance level showed no significant differences in marital status ( $p=0.198$ ) and grade level taught ( $p=0.274$ ). Therefore, the null hypothesis was accepted. The possible reason for the non-significant difference in the level of performance as to the marital status and grade level taught must be attributable to the very satisfactory rating as the least performance rating given to teachers for the school heads to be eligible for promotion.

**Table 6.** Analysis of the difference in the level of work performance of elementary school teachers according to marital status and grade level taught

| Variable Grouping         | n   | Mean Rank | df | $\chi^2$ | P-value | Significance at $\alpha = 0.05$ | Decision            |
|---------------------------|-----|-----------|----|----------|---------|---------------------------------|---------------------|
| <b>Marital Status</b>     |     |           |    |          |         |                                 |                     |
| Single                    | 46  | 79.57     | 2  | 3.240    | 0.198   | Not Significant                 | Do not Reject $H_0$ |
| Married                   | 120 | 89.51     |    |          |         |                                 |                     |
| Other                     | 9   | 110.94    |    |          |         |                                 |                     |
| <b>Grade Level Taught</b> |     |           |    |          |         |                                 |                     |
| Kinder                    | 11  | 86.05     | 6  | 7.539    | 0.274   | Not Significant                 | Do not Reject $H_0$ |
| Grade 1                   | 26  | 72.08     |    |          |         |                                 |                     |
| Grade 2                   | 21  | 75.52     |    |          |         |                                 |                     |
| Grade 3                   | 27  | 102.00    |    |          |         |                                 |                     |
| Grade 4                   | 30  | 93.82     |    |          |         |                                 |                     |
| Grade 5                   | 29  | 97.38     |    |          |         |                                 |                     |
| Grade 6                   | 31  | 83.90     |    |          |         |                                 |                     |

Current performance evaluations may not accurately reflect actual differences in teacher performance due to uniformly high ratings, potentially linked to promotion eligibility. It suggests a need for revisiting and revising performance evaluation systems to ensure they provide meaningful assessments that can effectively inform professional development and organizational decisions.

This is affirmed by the study of Ertekin and Avunduk (2021), which found no significant difference in job performance levels among participants based on marital status, regardless of whether they were married or single. The results aligned with a previous study by Özdemir et al. (2019), indicating no significant difference in work performance; likewise, it is also indicated that teachers' marital status does not significantly impact their job performance, and it contributes less to their job enhancement. Additionally, their ability to effectively use instructional aids and engage students in the classroom is not influenced by their marital status. In contrast to the results, research indicates that teachers' perceptions of school effectiveness are influenced by their grade level, with performance decreasing as they progress from primary to intermediate levels. Teachers with repeated experience in the same grade level or subject area improve more rapidly. School leaders should consider the benefits of specific teaching experience when making decisions about teaching assignments, as it can influence professional growth and flexibility in management.

It is implied that performance evaluations for elementary teachers may not accurately reflect job performance due to uniformly high ratings, possibly linked to promotion eligibility. It could obscure fundamental differences and suggest the need for revision of evaluation systems. Additionally, this uniformity in high ratings might prevent the identification of teachers who truly excel and those who need further support. To ensure more accurate and meaningful evaluations, it may be necessary to incorporate multiple metrics and more nuanced criteria.

Research indicates that specific teaching experiences and the grade levels teachers work with can significantly impact their perceptions of school effectiveness and opportunities for professional growth. Therefore, school heads need to consider these factors when making teacher assignments and conducting performance evaluations. By considering these factors, schools can enhance fairness and effectiveness in evaluating and supporting teacher development, ultimately contributing to improved student educational outcomes. This approach can also help in identifying tailored professional development opportunities that address the unique needs of teachers at different grade levels. Consequently, a more supportive and responsive educational environment can be cultivated, benefiting both teachers and students.

### 3.5 Relationship Between Transformational Leadership and Teacher Work Performance in Elementary Schools

Table 7 showed that the computed value for the test yielded a Spearman's rho of -0.154\* and a p-value of 0.042. This result underscored a significant relationship between the phenomena concerning its p-value, thus successfully rejecting the null hypothesis. The Spearman's rho result disclosed a weak negative linear relationship being close to the value of zero. Its negative value is read as a decrease in one value leads to an increase in another. It means that a decrease in the perceived extent of transformational leadership leads to increased work performance or vice versa.

**Table 7.** Correlation analysis for the relationship between transformational leadership of school heads and work performance of elementary school teachers

| Variable                       |                | Work Performance Transformational Leadership |   |
|--------------------------------|----------------|----------------------------------------------|---|
| 1. Work Performance            | Spearman's rho | —                                            |   |
|                                | p-value        | —                                            |   |
| 2. Transformational Leadership | Spearman's rho | -0.154                                       | — |
|                                | p-value        | 0.042                                        | — |

The preceding finding is validated by the study of Firmansyah et al. (2022), which revealed a relationship between transformational leadership and work performance. However, it ran contrary as it revealed an opposite relationship. Moreover, that study further asserted that transformational leadership is essential to teachers' work performance. It is also implied that school heads need to ensure high performance in the domains of transformational leadership to involve teachers to attain an average proficiency level for the school and meet the national standard.

Furthermore, as Lai et al. (2020) stated in their study, they found no significant correlation between work performance and transformational leadership despite work engagement being strongly correlated with helping behavior. Several factors influence employee engagement and work behavior, and they show that engaged employees are more likely to score higher on the task performance scale and helping behavior than employees who are not engaged.

The results imply that while elementary teachers generally perform satisfactorily at work, conclusions differ on the degree of transformational leadership. An increase in perceived transformational leadership negatively impacts work performance but is positively impacted by a decrease. It shows that, in the current setting, transformational leadership has minimal impact on teacher performance. However, additional factors, such as individual methods of instruction and classroom dynamics, might significantly impact teachers' performance. The absence of a significant correlation between teacher performance ratings and transformational leadership could lead to a reassessment of school evaluation procedures, emphasizing the importance of open, equitable, and varied evaluation standards.

### 4.0 Conclusion

In conclusion, the findings suggest that transformational leadership is highly valued and positively perceived by elementary school teachers in Bacolod City. This leadership style, characterized by a strong vision, collaboration, and innovative problem-solving, contributes significantly to school success and long-term improvements in the educational environment. The study indicates that teachers perceive their school heads as successfully implementing these practices. The study also suggests that elementary teachers perceive their school heads as transformational leaders regardless of their demographics, such as length of service, teaching position, marital status, or grade level taught. It implies a consistent and practical application of transformational leadership across various teacher profiles.

Moreover, the study shows that teachers' perceptions of transformational leadership are consistent across various demographics, such as length of service, teaching position, marital status, and grade level taught. This consistency suggests that effective leadership is shaped by individual capabilities and professional settings rather than personal demographics. Furthermore, the consistently high ratings of elementary teachers' work performance reflect a strong educational system where teachers' effectiveness significantly contributes to overall performance and school leadership evaluation. However, the study also highlights areas for improvement, particularly among Grade 2 teachers who rated their performance as "Very Satisfactory." Addressing challenges such as work stress, poor quality, student behavior, digital learning demands, absenteeism, reading and comprehension skills, due

reports, and work overload is crucial to maintaining high-performance standards and ensuring a high-quality education for students.

Additionally, the study highlights the need to revisit and revise performance evaluation systems to reflect teacher performance differences accurately. The uniformly high ratings in performance evaluations may not accurately capture variations in job performance. They could be linked to promotion eligibility, indicating a potential need for more meaningful assessment criteria. Conclusively, the study underscores the importance of effective leadership, fair evaluation systems, and ongoing professional development to promote a culture of consistently high performance and quality education in public elementary schools in Bacolod City.

## 5.0 Contributions of Authors

The contributions of each author are as follows: Stephanie Grace T. Esogon conceptualized the research, designed and conducted the study, interpreted the data, and performed analysis. Joey L. Gumban, PhD, revised the research concept, supervised the conceptualization of the study, contributed to the design, and conducted analysis. Melona Q. Guitche, PhD, provided suggestions and inputs during the development of the research concept, contributed to the study design, and participated in the analysis phase.

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## 7.0 Conflict of Interests

The authors declare no conflicts of interest about the publication of this paper.

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