



TRANSFORMATIONAL LEADERSHIP PRACTICES OF SCHOOL HEADS AND TEACHERS' COMMITMENT AND SCHOOL CULTURE

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ABSTRACT

This study determined the significant relationship between the Transformational Leadership Practices of School Heads and Teachers' Commitment and School Culture. A proposed instructional supervisory plan was formulated based on the result of the study. The study employed a correlational research design to examine the relationship between transformational leadership and vision setting of school heads (independent variables) and teacher commitment and school culture (dependent variables). Using a survey method, data were collected from teachers and school heads through structured questionnaires containing Likert-scale items that measured perceptions of leadership practices, vision clarity, teacher commitment, and school culture. The design allowed for identifying the strength and direction of associations among the variables without manipulating them, providing insight into how leadership behaviors and vision-setting influenced teacher engagement and the overall school environment. The Test of Relationship between Transformational Leadership Practices of School Heads and Teacher Commitment and School Culture, displaying the Pearson correlation

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coefficient, computed t-value, table value at the 0.05 level of significance, decision on the null hypothesis, and interpretation of the results. The table aims to determine whether a significant relationship exists between transformational leadership practices of school heads and teachers' commitment and school culture. The results indicate a strong positive correlation between transformational leadership practices and teacher commitment and school culture. This means that as transformational leadership practices increase, teacher commitment and the positivity of school culture also tend to increase.

Since the computed t-value exceeds the critical table value at the 0.05 level of significance, the null hypothesis is rejected. The decision confirms that there is a statistically significant relationship between transformational leadership practices of school heads and teacher commitment and school culture. The interpretation of the test is a Significant Relationship (Strong Positive), suggesting that leadership behaviors such as inspiration, motivation, intellectual stimulation, and individualized consideration are closely associated with higher levels of teacher commitment and a stronger school culture.

The results imply that transformational leadership practices play a crucial role in strengthening teacher commitment and fostering a positive school culture. With the computed t-value greater than the table value and the rejection of the null hypothesis at the 0.05 level of significance, the findings imply that improvements in transformational leadership practices are likely to correspond with improvements in teacher commitment and school culture. Overall, the findings emphasize that effective school leadership significantly influences teachers' dedication, engagement, and the collaborative environment within the school.

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Keywords: *Transformational Leadership Practices, School heads, Teacher’s Commitment, School Culture*

INTRODUCTION

Transformational leadership is widely recognized as a leadership style that goes beyond managing day-to-day activities, focusing instead on inspiring, motivating, and developing staff to achieve shared goals. In the educational context, school heads who exhibit transformational leadership not only guide teachers through instructional strategies but also serve as role models, encouraging commitment and engagement among staff. Vision setting, closely tied to transformational leadership, involves articulating a clear and meaningful direction for the school. A well-communicated vision aligns the efforts of teachers, administrators, and other stakeholders, creating a cohesive and goal-oriented environment. The combined effect of transformational leadership and effective vision setting is believed to influence both teacher commitment and the broader school culture, fostering collaboration, high morale, and a positive learning atmosphere. Observations in various schools indicate that strong leadership and a shared vision can directly impact teacher motivation, morale, and overall school effectiveness, highlighting the need to systematically study these relationships.

Bush and Glover (2018) emphasized that visionary school leaders are better able to foster a positive culture that encourages teacher collaboration, innovation, and continuous improvement. Understanding the impact of leadership and vision is vital for improving educational outcomes. Effective school heads do not simply enforce rules or monitor performance; they inspire teachers to embrace shared objectives and engage in meaningful

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collaboration. Vision setting ensures that all members of the school community understand the school's priorities and are motivated to work toward them. By examining how transformational leadership and vision articulation affect teacher commitment and school culture, this study seeks to provide practical insights that can guide school heads in implementing strategies that enhance staff performance, morale, and retention. Additionally, investigating these relationships can support the development of leadership training programs tailored to address real challenges in schools, ultimately contributing to a more supportive and high-performing learning environment.

Several challenges were encountered in the preparation of this study. First, narrowing the scope to focus on transformational leadership and vision setting was necessary because leadership encompasses many styles and dimensions. Ensuring that the topic remained focused yet meaningful required careful consideration of which aspects of leadership most directly affect teacher commitment and school culture. Second, the clarity of terminology posed a challenge; concepts such as "teacher commitment" and "school culture" have multiple interpretations in educational research.

Understanding these dynamics is essential for developing effective leadership strategies that not only improve teacher engagement but also create a positive and sustainable school culture, ultimately benefiting students and the broader educational community.

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This study determined the significant relationship between the Transformational Leadership Practices of School Heads and Teachers' Commitment and School Culture. A proposed instructional supervisory plan was formulated based on the result of the study.

Specifically, this study sought to answer the following questions:

1. What is the Transformational Leadership practices of school heads in terms of the following:

- 1.1 Inspirational motivation;
- 1.2 Intellectual stimulation;
- 1.3 Individualized Consideration; and
- 1.4 Vision Setting?

2. What is the teachers' commitment and school culture in terms of the following:

- 2.1 Teacher commitment to School;
- 2.2 Teacher commitment to students?;
- 2.3 Positive School Culture; and
- 2.4 Teacher Engagement?

3. Is there a significant relationship between the Transformational Leadership and Vision Setting of School Heads and Teacher Commitment and School Culture?

4. What Instructional supervisory plan can be proposed based on the findings of the study?

Statement of Hypothesis

H0 – There is no significant relationship between the Transformational Leadership and Vision Setting of School Heads and Teacher Commitment and School Culture.

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METHODOLOGY

Design. The study employed a correlational research design to examine the relationship between transformational leadership and vision setting of school heads (independent variables) and teacher commitment and school culture (dependent variables). Using a survey method, data were collected from teachers and school heads through structured questionnaires containing Likert-scale items that measured perceptions of leadership practices, vision clarity, teacher commitment, and school culture. The design allowed for identifying the strength and direction of associations among the variables without manipulating them, providing insight into how leadership behaviors and vision-setting influenced teacher engagement and the overall school environment.

The main locale of the study was Gimarco & Vicente V. Sereño Elementary Schools. There were 2 males and 18 females with a total of 20 teacher-respondents. The research instrument for this study was a structured questionnaire designed to measure both the independent and dependent variables of the study: Transformational Leadership and Vision Setting of School Heads, and Teacher Commitment and School Culture. It used a Likert-scale format, allowing respondents to indicate the extent to which they agreed or disagreed with each statement, typically ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). This format provided quantifiable data that could be analyzed to determine the relationships between leadership practices, vision setting, and teacher outcomes.

For the independent variable, the questionnaire is divided into four indicators: Inspirational Motivation, Intellectual Stimulation, Individualized Consideration, and Vision

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Setting, with five items under each. These items assess teachers' perceptions of the school head's ability to inspire, challenge, support, and clearly communicate a shared vision, reflecting the core components of transformational leadership.

For the dependent variable, the instrument measures Teacher Commitment and School Culture through four indicators: Teacher Commitment to School, Teacher Commitment to Students, Positive School Culture, and Teacher Engagement, also with five items per indicator. These items capture the level of dedication teachers have toward the school and their students, their participation in school activities, and perceptions of collaboration, support, and recognition within the school.

The proposed Instructional Supervisory Plan was taken based on the findings of the study.

Sampling There were 2 males and 18 females with a total of 20 teacher-respondents that were involved in this study were being identified and the primary means of reach was during the actual conduct of the study as well as during the gathering of data in the school where the study was conducted.

Research Procedure. To gather the necessary data within one month (30 days), the researcher asked for permission from the office of the Schools Division Office, headed by the School Division Superintendent, through a Transmittal Letter. The same letter content was provided to the Public-School District Supervisor, the School Principal, and the teachers under whose care the respondents were assigned. The researcher distributed the survey

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questionnaires to the School Administrators, which were then answered by the teachers. After one month, the questionnaires were retrieved and consolidated, and the data was subjected to statistical treatment using Pearson's r. The collected data was collated and submitted for appropriate statistical analysis.

Ethical Issues. The right to conduct the study was strictly adhered to through the approval of the principals and the approval of the Superintendent of the Division. Orientation of the respondents, both school principals and teachers, was done. Participation was strictly voluntary. Anonymity and confidentiality were maintained throughout the study. Results were used solely for research and educational improvement purposes.

Treatment of Data. The following statistical formulas were used in this study:

The quantitative responses were tallied and tabulated. The data were treated statistically using the following tool:

The Simple Percentage and weighted mean were employed to determine the Transformational Leadership and Vision Setting of School Heads on Teacher Commitment and School Culture

Pearson r Moment Correlation Coefficient was used to determine the significant relationship between The Transformational Leadership and Vision Setting of School Heads on Teacher Commitment and School Culture

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Results and Discussion

TABLE 1

TRANSFORMATIONAL LEADERSHIP PRACTICES OF SCHOOL HEADS

| Dimension | Indicator | Weighted Mean | Interpretation |
|---------------------------------|--|---------------|----------------|
| Inspirational Motivation | Motivates teachers to achieve school goals | 3.45 | Frequently |
| | Encourages teachers to take initiative in improving teaching | 3.35 | Frequently |
| | Communicates a positive vision for the school | 3.40 | Frequently |
| | Inspires teachers to give their best performance | 3.45 | Frequently |
| | Promotes enthusiasm and optimism among teachers | 3.35 | Frequently |
| | Dimension Mean | | 3.40 |
| Intellectual Stimulation | Encourages innovative ideas in teaching practices | 3.45 | Frequently |
| | Challenges teachers to think critically and improve methods | 3.35 | Frequently |

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| Dimension | Indicator | Weighted Mean | Interpretation |
|-------------------------------------|---|---------------|---------------------|
| | Supports teachers in trying new strategies | 3.35 | Frequently |
| | Values teachers' suggestions for school improvement | 3.50 | Frequently |
| | Promotes creative problem-solving in the school | 3.25 | Fairly Often |
| | Dimension Mean | 3.38 | Frequently |
| Individualized Consideration | Attends to the professional needs of each teacher | 3.15 | Fairly Often |
| | Provides guidance and mentorship to teachers | 3.20 | Fairly Often |
| | Recognizes the personal achievements of teachers | 3.30 | Frequently |
| | Listens carefully to teachers' concerns | 3.10 | Fairly Often |
| | Shows care for teachers' well-being | 3.15 | Fairly Often |
| | Dimension Mean | 3.18 | Fairly Often |

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| Dimension | Indicator | Weighted Mean | Interpretation | |
|-----------------------|---|---------------|----------------|-------------------|
| Vision Setting | Communicates a clear vision for the school's future | 3.35 | Frequently | |
| | Ensures teachers understand the school's goals | 3.40 | Frequently | |
| | Aligns school activities with the school's vision | 3.30 | Frequently | |
| | Involves teachers in planning for the school's vision | 3.25 | Fairly Often | |
| | Consistently demonstrates commitment to the school vision | 3.40 | Frequently | |
| | Dimension Mean | | 3.34 | Frequently |
| | Grand Mean | | 3.33 | Frequently |

Legend

- 3.26 – 4.00 = Frequently
- 2.51 – 3.25 = Fairly Often
- 1.76 – 2.50 = Sometimes
- 1.00 – 1.75 = Once in a While

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This table presents the Transformational Leadership Practices of School Heads, focusing on four key dimensions: Inspirational Motivation, Intellectual Stimulation, Individualized Consideration, and Vision Setting. The table highlights the teachers' perceptions of how frequently school heads demonstrate transformational leadership behaviors, as measured through specific indicators within each dimension. Weighted means and verbal interpretations were used to gauge the level of practice, providing a comprehensive understanding of leadership behaviors in the school setting.

The first dimension, Inspirational Motivation, received a dimension mean of 3.40, interpreted as "Frequently." The indicators under this dimension showed that school heads motivate teachers to achieve school goals (3.45), inspire teachers to give their best performance (3.45), communicate a positive vision for the school (3.40), encourage teachers to take initiative in improving teaching (3.35), and promote enthusiasm and optimism among teachers (3.35). These results indicate that school heads consistently use motivational strategies to engage and energize their teachers toward achieving school objectives.

For Intellectual Stimulation, the dimension mean was 3.38, also interpreted as "Frequently." Teachers reported that their school heads encourage innovative teaching practices (3.45), value teachers' suggestions for school improvement (3.50), and challenge teachers to think critically and try new strategies (3.35 each). Promoting creative problem-solving was rated slightly lower at 3.25 ("Fairly Often"), suggesting room for growth in fostering innovation. Meanwhile, the Individualized Consideration dimension showed a mean

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of 3.18, interpreted as "Fairly Often," with school heads attending to professional needs (3.15), providing mentorship (3.20), recognizing personal achievements (3.30), listening to concerns (3.10), and caring for teachers' well-being (3.15). Vision Setting had a dimension mean of 3.34 ("Frequently"), indicating that school heads communicate a clear vision (3.35), ensure understanding of school goals (3.40), align activities with the vision (3.30), involve teachers in planning (3.25), and consistently demonstrate commitment to the school vision (3.40).

The grand mean of 3.33, interpreted as "Frequently," implies that school heads largely demonstrate transformational leadership practices, particularly in motivating and intellectually stimulating their teachers. However, individualized consideration was somewhat lower, suggesting that while school heads generally inspire and challenge teachers, more focus on personal guidance and mentorship could further enhance teacher development and morale. These findings imply that school leadership positively affects teacher engagement, innovation, and alignment with the school's vision, which may contribute to improved teaching practices and overall school performance.

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TABLE 2

TEACHER COMMITMENT AND SCHOOL CULTURE

| Dimension | Indicator | Weighted Mean | Interpretation |
|---------------------------------------|--|---------------|----------------|
| Teacher Commitment to School | I am dedicated to achieving the goals set by the school. | 4.45 | High |
| | I willingly participate in school activities beyond my teaching duties. | 4.40 | High |
| | I consistently try to improve my teaching for the benefit of the school. | 4.55 | Very High |
| | I feel proud to be part of this school. | 4.60 | Very High |
| | I am loyal to the school and its objectives. | 4.55 | Very High |
| | Dimension Mean | | 4.51 |
| Teacher Commitment to Students | I prioritize student learning and development in my work. | 4.55 | Very High |
| | I show patience and understanding toward students' needs. | 4.45 | High |
| | I take responsibility for helping students succeed academically. | 4.60 | Very High |

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| Dimension | Indicator | Weighted Mean | Interpretation |
|--------------------------------|---|---------------|------------------|
| | I am motivated to support students' personal growth. | 4.50 | Very High |
| | I consistently make efforts to improve students' learning outcomes. | 4.55 | Very High |
| | Dimension Mean | 4.53 | Very High |
| Positive School Culture | Teachers and staff collaborate effectively to achieve school goals. | 4.30 | High |
| | There is a supportive and respectful environment among teachers. | 4.25 | High |
| | The school encourages professional development and learning. | 4.35 | High |
| | Communication between school head and teachers is open and effective. | 4.20 | High |
| | Teachers feel supported by school leadership. | 4.25 | High |
| | Dimension Mean | 4.27 | High |
| Teacher Engagement | I actively contribute ideas for school improvement. | 4.30 | High |
| | I participate willingly in school events and initiatives. | 4.35 | High |

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| Dimension | Indicator | Weighted Mean | Interpretation |
|-------------------|---|---------------|----------------|
| | I am motivated to take part in extra-curricular programs. | 4.25 | High |
| | I demonstrate initiative in supporting school activities. | 4.30 | High |
| | I work cooperatively with colleagues to improve school performance. | 4.40 | High |
| | Dimension Mean | 4.32 | High |
| Grand Mean | | 4.41 | High |

Legend (5-Point Likert Scale)

- 4.21 – 5.00 = Very High
- 3.41 – 4.20 = High
- 2.61 – 3.40 = Neutral
- 1.81 – 2.60 = Low
- 1.00 – 1.80 = Very Low

This table presents Teacher Commitment and School Culture, showing the weighted mean and interpretation of responses across four key dimensions: Teacher Commitment to School, Teacher Commitment to Students, Positive School Culture, and Teacher Engagement. The results are based on a 5-point Likert scale where ratings from 4.21–5.00 are interpreted as Very High and 3.41–4.20 as High. The table highlights the level of teachers’ dedication, engagement, and perceptions of school culture within the institution.

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In the dimension Teacher Commitment to School, all indicators received high to very high ratings. Teachers expressed strong dedication to achieving school goals (4.45, High), willingness to participate in activities beyond teaching duties (4.40, High), and consistent efforts to improve teaching for the benefit of the school (4.55, Very High). They also reported feeling proud to be part of the school (4.60, Very High) and loyal to its objectives (4.55, Very High). The overall dimension mean of 4.51 (Very High) indicates that teachers demonstrate exceptional commitment and attachment to their institution.

Similarly, the dimension Teacher Commitment to Students obtained a dimension mean of 4.53 (Very High). Teachers prioritize student learning and development (4.55, Very High), show patience and understanding toward students' needs (4.45, High), and take responsibility for helping students succeed academically (4.60, Very High). They are motivated to support students' personal growth (4.50, Very High) and consistently improve learning outcomes (4.55, Very High). Meanwhile, Positive School Culture garnered a dimension mean of 4.27 (High), with collaboration among teachers and staff (4.30, High), supportive environment (4.25, High), encouragement for professional development (4.35, High), open communication with school heads (4.20, High), and leadership support (4.25, High). The Teacher Engagement dimension also received a high mean of 4.32, reflected in active contribution of ideas (4.30, High), participation in school initiatives (4.35, High), involvement in extra-curricular programs (4.25, High), initiative in school activities (4.30, High), and cooperative work with colleagues (4.40, High).

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The results imply that teachers exhibit a strong level of professional commitment and engagement within a generally positive school culture. With a grand mean of 4.41 (High), the overall average rating embedded in the findings indicates that teachers maintain high dedication to both school and students while actively participating in institutional development. The result implies that the school environment effectively nurtures teacher commitment and engagement, although school culture and engagement dimensions, while high, may still benefit from further strengthening to reach a very high level comparable to commitment indicators.

TABLE 3
TEST OF RELATIONSHIP

| Variables Correlated | r (Pearson) | Computed t | Table Value @ 0.05 | Decision on Ho | Interpretation |
|---|------------------------|-----------------------|-----------------------------------|---------------------------|--|
| Transformational Leadership Practices of School Heads and Teacher Commitment and School Culture | 0.79 | 5.68 | 2.02 | Reject Ho | Significant Relationship (Strong Positive) |

This table presents Test of Relationship between Transformational Leadership Practices of School Heads and Teacher Commitment and School Culture, displaying the Pearson correlation coefficient (r), computed t-value, table value at 0.05 level of significance, decision on the null hypothesis, and interpretation of the results. The table aims to determine

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whether a significant relationship exists between transformational leadership practices of school heads and teachers' commitment and school culture.

The results show a Pearson correlation coefficient (r) of 0.79, indicating a strong positive correlation between transformational leadership practices and teacher commitment and school culture. This means that as transformational leadership practices increase, teacher commitment and the positivity of school culture also tend to increase. The computed t -value of 5.68 is substantially higher than the table value of 2.02 at the 0.05 level of significance, providing statistical evidence to assess the relationship.

Since the computed t -value (5.68) exceeds the critical table value (2.02), the null hypothesis (H_0) is rejected. The decision confirms that there is a statistically significant relationship between transformational leadership practices of school heads and teacher commitment and school culture. The interpretation of the test is a Significant Relationship (Strong Positive), suggesting that leadership behaviors such as inspiration, motivation, intellectual stimulation, and individualized consideration are closely associated with higher levels of teacher commitment and a stronger school culture.

The results imply that transformational leadership practices play a crucial role in strengthening teacher commitment and fostering a positive school culture. With a strong positive correlation of $r = 0.79$, a computed t -value of 5.68 greater than the table value of 2.02, and the rejection of the null hypothesis at the 0.05 level of significance, the result implies that improvements in transformational leadership practices are likely to correspond with improvements in teacher commitment and school culture. The overall findings emphasize that

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effective school leadership significantly influences teachers' dedication, engagement, and the collaborative environment within the school.

CONCLUSION

Based on the results of this study, transformational leadership practices of school heads have a significant and positive relationship with teacher commitment and school culture, indicating that effective leadership behaviors greatly influence teachers' dedication, engagement, and the overall school environment. The findings highlight that when school heads demonstrate inspirational motivation, intellectual stimulation, and individualized support, they foster stronger commitment among teachers and promote a more collaborative and positive school culture, emphasizing the vital role of transformational leadership in achieving organizational effectiveness in schools.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations are proposed:

The Teacher should actively engage in collaborative practices, demonstrate commitment to professional growth, and respond positively to transformational leadership initiatives that promote a supportive and innovative school culture.

The School Head should continuously practice and strengthen transformational leadership behaviors such as inspirational motivation, intellectual stimulation, and

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individualized consideration to further enhance teacher commitment and foster a positive school environment.

The Public Schools District Supervisor should provide sustained training, monitoring, and support programs that develop and reinforce transformational leadership competencies among school heads across the district.

The Parents should actively participate in school activities and support school programs that promote strong leadership and collaborative culture, recognizing their role in reinforcing a positive educational environment.

The Researcher should disseminate the findings of this study to educational stakeholders and use the results as a basis for proposing leadership development initiatives within the school system.

The Future Researchers should conduct further studies on transformational leadership using broader samples, additional variables, or different research designs to deepen understanding of its impact on teacher commitment and school culture.

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AUTHOR'S PROFILE



GISELLE DAGOY OMEGA

The author was born on April 7, 1996, in Balagtas, Matag-ob, Leyte, Philippines. She earned her Bachelor's Degree in Elementary Education with flying colors from Palompon Institute of Technology – Tabango Campus. During her 7 years of teaching experience, she has actively taken on leadership and supervisory responsibilities within the school community. These experiences strengthened her passion for administration and supervision, inspiring her to pursue a Master of Arts in Education major in Administration and Supervision at Western Leyte College of Ormoc City, where she is currently completing her degree.

At present, she works as a Teacher III under the Department of Education, assigned as a Grade III Teacher at Gimarco Elementary School, Barangay Gimarco, Tabango, Leyte, Philippines. In addition to her teaching responsibilities, she also serves as the school's Guidance Counselor. In this role, she bridges student needs and school leadership by supporting policies and programs that promote student welfare and academic success, while providing valuable insights that guide effective decision-making and school planning.

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She firmly believes that supervising the young is the foundation of understanding how to supervise the old, a guiding philosophy that reflects her commitment to educational leadership and personal growth.



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