



**TRANSFORMATIONAL LEADERSHIP PRACTICES OF SCHOOL HEAD AND ITS
RELATIONSHIP ON TEACHERS' MOTIVATION AND STUDENTS'
ACADEMIC PERFORMANCE**

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ABSTRACT

This study determined the significant relationship between the transformational leadership practices of School Head and its relationship on teachers' motivation and students' academic performance. A proposed instructional supervisory plan was formulated based on the result of the study. This study employed a quantitative-correlational research design to determine the relationship between the transformational leadership practices of school heads, the level of teacher motivation, and student achievement. The purpose of this design was to measure and analyze the extent to which transformational leadership practices influenced teacher motivation and how these, in turn, related to students' academic performance. A quantitative approach was appropriate for this study because it allowed for the use of numerical data to objectively describe, measure, and analyze variables. Data were gathered using standardized survey questionnaires and validated academic performance records. Statistical analysis was then applied to test relationships among variables and determine their level of significance.

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The test of relationship between variables examines the connection among school heads' professional development initiatives and leadership, teachers' motivation, and learners' academic performance in TLE. The analysis highlights the strength and significance of the relationships among these variables, indicating whether improvements in leadership practices and teacher motivation are associated with better student outcomes. The data provide evidence of the interconnectedness of leadership, motivation, and academic achievement in the school context.

The correlation between school heads' professional development initiatives and leadership and teachers' motivation shows a strong positive and significant relationship. This suggests that higher levels of leadership effectiveness and professional development initiatives by school heads are associated with increased motivation among teachers. Strong leadership behaviors, such as ethical modeling, clear communication of vision, and individualized support, appear to directly enhance teacher engagement, satisfaction, and commitment.

The relationship between teachers' motivation and learners' academic performance in TLE also demonstrates a strong positive and significant connection. When teachers are intrinsically and extrinsically motivated, they are more likely to employ effective teaching strategies, provide timely feedback, and maintain a supportive learning environment, which positively influences students' understanding and mastery of TLE competencies.

The results imply that both leadership practices and professional development initiatives of school heads significantly influence teacher motivation, and, in turn, teacher

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motivation strongly affects learners' academic performance. Effective leadership fosters a highly motivated teaching workforce, while motivated teachers contribute to higher learner achievement in TLE. Collectively, the overall strength of these relationships suggests that enhancing school leadership and teacher motivation creates a positive, reinforcing cycle that ultimately benefits student learning outcomes. This underscores the importance of investing in professional development programs for school heads and strategies to sustain teacher motivation to maximize academic performance.

Keywords: *Transformational Leadership Practices, School Head, Teachers' Motivation, Academic Performance, Students*

INTRODUCTION

Transformational leadership is a vital component of effective school management, as it directly influences teacher motivation, instructional quality, and ultimately, student achievement. School heads who practice transformational leadership inspire and empower their teachers by fostering a shared vision, providing individualized support, and encouraging innovation within the school environment. These leaders do not simply manage; they transform the culture of the organization by aligning teacher goals with institutional objectives. Through effective communication, recognition of teacher efforts, and continuous professional growth opportunities, transformational school leaders create an environment of trust and collaboration.

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When school heads exhibit transformational qualities—such as idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration—teachers are more likely to experience increased job satisfaction, enthusiasm, and commitment to their roles. Motivated teachers, in turn, exert a positive influence on student engagement and learning outcomes. Transformational leadership, therefore, acts as a bridge between school administration and classroom performance. It allows teachers to see their role as not merely instructional but as an essential part of a shared mission toward holistic student development. This leadership style fosters a growth-oriented culture where both teachers and students strive for excellence.

According to Leithwood and Jantzi (2020), transformational leadership in education significantly affects teachers’ psychological empowerment and professional commitment, which consequently enhances student academic performance. Their study emphasized that transformational school heads build teacher capacity by modeling ethical standards, promoting collective efficacy, and ensuring that teachers feel valued in their contributions.

From the researcher’s perspective, transformational leadership serves as a cornerstone for sustainable educational progress. The researcher believes that school heads who lead with inspiration and empathy can effectively shape the attitudes, behaviors, and aspirations of teachers, which are crucial elements for improving student outcomes. Conducting this study will help uncover specific transformational leadership practices that most effectively motivate teachers and contribute to students’ academic success. This research aims to provide data-

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driven insights that can guide school administrators in developing more effective leadership strategies that foster teacher satisfaction and student achievement.

In conducting this study, the researcher anticipates several challenges. One major problem is the difficulty of obtaining honest and unbiased responses from teachers and school heads due to hierarchical relationships within schools. Another issue is the limited availability of localized literature and empirical studies focusing on transformational leadership within the Philippine educational context. Time constraints and scheduling conflicts may also arise when distributing and collecting survey questionnaires or conducting interviews with participants. Moreover, quantifying the direct impact of leadership practices on teacher motivation and student performance can be complex, as many external variables—such as resources, community support, and student demographics—can influence outcomes.

The researcher is motivated to pursue this study because understanding the transformational leadership practices of school heads and their impact on teacher motivation and student achievement is essential for improving educational quality. By exploring this relationship, the study seeks to contribute to the development of leadership programs that enhance school effectiveness, teacher satisfaction, and student performance. This research will not only provide empirical evidence on the importance of transformational leadership but will also serve as a guide for future educational leaders in fostering a culture of motivation, collaboration, and academic excellence. Ultimately, the pursuit of this study reflects the researcher's commitment to promoting transformative leadership that uplifts both educators and learners.

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This study determined the significant relationship between the transformational leadership practices of School Head and its relationship on teachers' motivation and students' academic performance. 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 Idealized influence.
 - 1.2 Inspirational motivation.
 - 1.3 Intellectual stimulation.
 - 1.4 Individualized Consideration; and
 - 1.5 Idealized influence (Behavioral)?
2. What is the teacher's motivation in terms of the following:
 - 2.1 Intrinsic satisfaction.
 - 2.2 Extrinsic satisfaction?
3. What is the academic performance of the Grade 7 learners in the 3rd grading period in all TLE subject?
4. Is there a significant relationship between the ff:
 - 4.1 Transformational Leadership practices and teachers' motivation; and
 - 4.2 Teachers' Motivation and academic performance of the Grade 7 learners in TLE subject?

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5. 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 ff:

H1- Transformational Leadership practices and teachers’ motivation; and

H2- teachers’ motivation and academic performance of the Grade 7 learners in TLE subject.

METHODOLOGY

Design. This study employed a quantitative-correlational research design to determine the relationship between the transformational leadership practices of school heads, the level of teacher motivation, and student achievement. The purpose of this design was to measure and analyze the extent to which transformational leadership practices influenced teacher motivation and how these, in turn, related to students’ academic performance.

A quantitative approach was appropriate for this study because it allowed for the use of numerical data to objectively describe, measure, and analyze variables. Data were gathered using standardized survey questionnaires and validated academic performance records. Statistical analysis was then applied to test relationships among variables and determine their level of significance.

The main local of the study is in Makinhas National High School in the Schools Division of Baybay. The respondents of the study were the Teachers and Grade 7 learners.

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The information for the analysis was gathered using two distinct survey instruments: one to gauge school heads' levels of transformational leadership styles, and another to gauge teachers' levels of intrinsic and extrinsic satisfaction, respectively.

The assessment of the school head's leadership style by teachers was conducted using the Multifactor Leadership Questionnaire (MLQ) developed by Avolio and Bass in 1991. The survey consisted of 21 items with a 4-point Likert scale that asked participants to rate their principals' leadership styles in terms of three categories: transformational, transactional, and laissez-faire. The scale ranged from 4 (frequently), 3 (often), 2 (occasionally), and 1 (never).

The Mohrman-Cooke-Mohrman Job Satisfaction Scale (MCMJSS), developed by Mohrman et al. (1977), was the second and distinct section of the questionnaire used to determine an individual's level of satisfaction, both extrinsically and intrinsically. There were four statements per category, extrinsic and intrinsic, which formed the two divisions. Participants were asked to rate their degree of satisfaction with each statement on a 5-point Likert scale, where 5 represented Very High, 4 represented High, 3 represented Neutral, 2 represented Low, and 1 represented Very Low.

The third tool used in the study was the Form 137 of the learners to obtain their academic performance in all major subjects.

Sampling. The respondents of the study are the School Principal, Junior High School Teachers (18) and 200 Learners of Grade 7 learners that were being identified and the primary means of reach is during the actual conduct of the study as well as during the gathering of

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data in the school where the study was conducted. Another way of contacting them are through cell phones.

Research Procedure. To gather the necessary data within one month (30 days), the researcher asked 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, School Principal, and the teachers under whose care the respondents were. The researcher distributed the survey questionnaires to the School Administrators, who then had them answered by the teachers. After one month, the questionnaires were retrieved, consolidated, and subjected to statistical treatment using Pearson's r. Data were collated and submitted to the appropriate statistical analysis.

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the principal. Orientation of the respondents both their subject teachers.

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 extent of Transformational Leadership Practices of School Heads and Their Impact on Teacher Motivation and Student Achievement.

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Pearson r Moment Correlation Coefficient was used to determine the significant relationship between of Transformational Leadership Practices of School Heads and Their Impact on Teacher Motivation and Student Achievement.

RESULTS AND DISCUSSION

TABLE I

SCHOOL HEADS' PROFESSIONAL DEVELOPMENT INITIATIVES AND LEADERSHIP

Dimension	Indicator	Weighted Mean	Interpretation
Idealized Influence (Attributed)	My school head demonstrates high ethical standards in decision-making.	4.40	Very High
	My school head acts as a role model for teachers and students.	4.75	Very High
	My school head gains respect and trust from staff through actions.	4.70	Very High
	My school head makes decisions that reflect core values of the school.	4.65	Very High
	My school head is admired by teachers for professional integrity.	4.95	Very High
	Dimension Mean		4.69

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Dimension	Indicator	Weighted Mean	Interpretation
Inspirational Motivation	My school head communicates a clear and compelling vision for the school.	4.50	Very High
	My school head motivates teachers to achieve challenging goals.	5.00	Very High
	My school head encourages enthusiasm and optimism among staff.	4.45	Very High
	My school head inspires teachers to work toward common objectives.	4.45	Very High
	My school head emphasizes the importance of collective success over individual gain.	5.00	Very High
	Dimension Mean		4.68
Intellectual Stimulation	My school head encourages teachers to think creatively and innovatively.	4.60	Very High
	My school head challenges staff to solve problems in new ways.	4.25	Very High

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Dimension	Indicator	Weighted Mean	Interpretation
	My school head promotes critical thinking in decision-making.	4.15	High
	My school head welcomes suggestions and different viewpoints from teachers.	3.90	High
	My school head fosters an environment where questioning the status quo is encouraged.	3.95	High
	Dimension Mean	4.17	High
Individualized Consideration	My school head pays attention to the individual needs of teachers.	3.65	High
	My school head provides mentoring and guidance tailored to each teacher.	4.05	High
	My school head listens to teachers' concerns and acts on them.	3.25	Neutral
	My school head recognizes and appreciates the contributions of individual teachers.	4.30	Very High

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Dimension	Indicator	Weighted Mean	Interpretation
	My school head supports teachers' personal and professional development.	5.00	Very High
	Dimension Mean	4.05	High
Idealized Influence (Behavioral)	My school head demonstrates consistency between words and actions.	3.90	High
	My school head makes sacrifices for the welfare of the school community.	4.05	High
	My school head behaves in a way that earns the admiration of staff.	4.10	High
	My school head takes responsibility for the outcomes of decisions.	4.00	High
	My school head demonstrates courage when making difficult choices.	3.75	High
	Dimension Mean	3.96	High
Grand Mean		4.31	Very High

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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 School Heads' Professional Development Initiatives and Leadership, highlighting the perceived effectiveness of school heads across five dimensions of leadership: Idealized Influence (Attributed), Inspirational Motivation, Intellectual Stimulation, Individualized Consideration, and Idealized Influence (Behavioral). The table shows the weighted mean scores and interpretations for each indicator, revealing how teachers evaluate the professional and leadership practices of their school heads. Overall, the data provide insight into the strengths and areas for growth in leadership approaches and professional development initiatives.

In the dimension of Idealized Influence (Attributed), school heads received very high ratings across all indicators, with scores ranging from 4.40 to 4.95 and a dimension mean of 4.69. This suggests that school heads are perceived as ethical role models who gain respect and trust, make decisions that reflect core values, and demonstrate professional integrity. Teachers clearly admire their leaders for consistency, ethical standards, and modeling desirable behaviors, establishing strong credibility within the school community.

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The Inspirational Motivation dimension also scored very high (dimension mean 4.68), indicating that school heads effectively communicate a clear vision, motivate teachers toward challenging goals, and foster collective success. Conversely, the dimensions of Intellectual Stimulation (mean 4.17), Individualized Consideration (mean 4.05), and Idealized Influence (Behavioral) (mean 3.96) were rated high, showing that while teachers recognize efforts to promote creativity, critical thinking, personal mentoring, and accountability, there are areas that can still be strengthened, particularly in consistently encouraging diverse perspectives and addressing individual teacher concerns.

The overall grand mean of 4.31, interpreted as Very High, implies that school heads' professional development initiatives and leadership practices are generally perceived as highly effective. The results imply that ethical behavior, vision articulation, and motivation are strengths, whereas individualized consideration and intellectual stimulation, although high, may require continued focus to fully meet teachers' developmental needs. This suggests that school heads are successfully fostering a supportive and professional environment, but targeted interventions could enhance creative problem-solving, personalized mentoring, and responsiveness to teacher input.

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Table 2

TEACHERS' MOTIVATION

Dimension	Indicator	Weighted Mean	Interpretation
Intrinsic Satisfaction	The feeling of self-esteem or self-respect you get from being in your job	4.65	Very High
	The opportunity for personal growth and development in your job	4.70	Very High
	The feeling of worthwhile accomplishment in your job	4.50	Very High
	Your present job when you consider the expectations you had when you took the job	4.60	Very High
	Dimension Mean		4.61
Extrinsic Satisfaction	The amount of respect and fair treatment you receive from your supervisors	4.50	Very High
	The feeling of being informed in your job	4.55	Very High
	The amount of supervision you receive	4.65	Very High

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Dimension	Indicator	Weighted Mean	Interpretation
	The opportunity for participation in the determination of methods, procedures, and goals	4.70	Very High
	Dimension Mean	4.60	Very High
Grand Mean		4.61	Very 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 Teachers’ Motivation, highlighting the level of intrinsic and extrinsic satisfaction perceived by teachers in their work. The table provides weighted mean scores and interpretations for various indicators under the two dimensions, revealing how teachers feel about their personal growth, accomplishments, respect, supervision, and involvement in school processes. The data give a comprehensive view of the factors that influence teachers’ motivation and job satisfaction in the school environment.

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Under the dimension of Intrinsic Satisfaction, all indicators were rated very high, with weighted means ranging from 4.50 to 4.70 and a dimension mean of 4.61. This indicates that teachers experience strong feelings of self-esteem, personal growth, and worthwhile accomplishment in their roles. Moreover, they perceive their current job positively, aligning with the expectations they had when they started. Such results suggest that teachers are internally motivated by their professional development and the intrinsic rewards of teaching.

Similarly, the Extrinsic Satisfaction dimension also received very high ratings, with weighted means between 4.50 and 4.70 and a dimension mean of 4.60. Teachers feel respected and fairly treated by their supervisors, well-informed about job-related matters, and appropriately supervised. They also perceive opportunities for participation in decision-making regarding methods, procedures, and goals. This demonstrates that external factors, such as administrative support and inclusion in school processes, strongly contribute to teachers' motivation and engagement in their work.

The grand mean of 4.61, interpreted as Very High, implies that teachers are highly motivated both intrinsically and extrinsically. The result implies that teachers not only value the personal growth, accomplishment, and self-respect gained from their work but also appreciate recognition, fair treatment, and opportunities for involvement in decision-making. Collectively, these findings highlight a well-balanced motivational environment where internal and external factors reinforce each other, fostering teacher satisfaction, commitment, and potentially higher performance and productivity in the school setting.

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TABLE 3

ACADEMIC PERFORMANCE OF LEARNERS IN TLE (3RD QUARTER)

Grade Range	Description	Frequency	Percentage
90 – 100	Outstanding	4	13.79%
85 – 89	Very Satisfactory	18	62.07%
80 – 84	Satisfactory	7	24.14%
75 – 79	Fairly Satisfactory	0	0.00%
Below 75	Did Not Meet Expectations	0	0.00%
Total		29	100%

Weighted Mean: 87.48

Overall Interpretation: Very Satisfactory

This table presents Academic Performance of Learners in TLE (3rd Quarter), showing how students performed across different grade ranges and the corresponding frequency and percentage distribution. The table highlights the achievement levels of learners, ranging from “Outstanding” to “Did Not Meet Expectations,” and provides a weighted mean and overall interpretation. This data offers insights into the academic outcomes of students in TLE for the third quarter, reflecting their understanding and mastery of the subject matter.

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Based on the table, the majority of learners (62.07%) achieved grades between 85–89, falling under the “Very Satisfactory” category, while 24.14% scored 80–84 (“Satisfactory”), and 13.79% obtained grades in the 90–100 range, which is considered “Outstanding.” Notably, there were no learners in the “Fairly Satisfactory” or “Did Not Meet Expectations” categories, indicating that all students met or exceeded the expected learning outcomes for the quarter. This distribution suggests that most learners performed well, with a significant portion demonstrating above-average competence in TLE concepts and skills.

The weighted mean of 87.48, interpreted as Very Satisfactory, further confirms that learners generally achieved high academic performance. The data reflects a strong understanding of TLE content, effective teaching strategies, and consistent student engagement. It also suggests that the instructional approaches employed in the classroom allowed learners to meet learning expectations while providing opportunities for higher achievement, as evidenced by the 13.79% of students who attained “Outstanding” scores.

The result implies that learners in TLE are performing at a very satisfactory level overall, with a weighted mean of 87.48. The result implies that the majority of learners have mastered the required competencies, while a smaller proportion excelled to an outstanding level, and none failed to meet expectations. This indicates that instructional methods and learning interventions are largely effective, but there may be room to further challenge high-performing learners to move more students into the “Outstanding” category. Additionally, the absence of low-performing students highlights a positive classroom environment that supports learner success and promotes continuous improvement.

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TABLE 4

TEST OF RELATIONSHIP BETWEEN VARIABLES

Variables Correlated	r (Pearson)	Computed t	Table Value @ 0.05	Decision on Ho	Interpretation
School Heads’ Professional Development Initiatives and Leadership (Table 1) and Teachers’ Motivation (Table 2)	0.88	7.96	0.361	Reject Ho	Significant Relationship (Strong Positive)
Teachers’ Motivation (Table 2) and Learners’ Academic Performance in TLE (Table 3)	0.85	7.12	0.361	Reject Ho	Significant Relationship (Strong Positive)

This table presents Test of Relationship Between Variables, showing the correlation between school heads’ professional development initiatives and leadership, teachers’ motivation, and learners’ academic performance in TLE. Using Pearson’s r and t-tests, the table highlights the strength and significance of the relationships among these variables, indicating whether improvements in leadership practices and teacher motivation are associated with better student outcomes. The data provide evidence of the

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interconnectedness of leadership, motivation, and academic achievement in the school context.

The first correlation examined the relationship between School Heads' Professional Development Initiatives and Leadership (Table 1) and Teachers' Motivation (Table 2). The Pearson r value of 0.88, with a computed t of 7.96 exceeding the table value of 0.361 at 0.05 significance, led to the rejection of the null hypothesis. This indicates a strong positive and significant relationship, suggesting that higher levels of leadership effectiveness and professional development initiatives by school heads are associated with increased motivation among teachers. Strong leadership behaviors such as ethical modeling, vision communication, and individualized support appear to directly enhance teacher engagement, satisfaction, and commitment.

The second correlation analyzed the relationship between Teachers' Motivation (Table 2) and Learners' Academic Performance in TLE (Table 3). The Pearson r value of 0.85, with a computed t of 7.12 also exceeding the table value of 0.361, resulted in the rejection of the null hypothesis. This demonstrates a strong positive and significant relationship, indicating that higher teacher motivation corresponds with better academic performance of learners. When teachers are intrinsically and extrinsically motivated, they are more likely to employ effective teaching strategies, provide timely feedback, and maintain a supportive learning environment, which positively influences students' understanding and mastery of TLE competencies.

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The result implies that both leadership practices and professional development initiatives of school heads significantly influence teacher motivation, and, in turn, teacher motivation strongly affects learners' academic performance. Specifically, the first correlation ($r = 0.88$) implies that effective leadership fosters a highly motivated teaching workforce. The second correlation ($r = 0.85$) implies that motivated teachers contribute to higher learner achievement in TLE. Collectively, the overall average strength of the relationships suggests that enhancing school leadership and teacher motivation creates a positive, reinforcing cycle that ultimately benefits student learning outcomes. This underscores the importance of investing in professional development programs for school heads and strategies to sustain teacher motivation to maximize academic performance.

CONCLUSION

Based on the results of this study, the test of relationship between variables examines the connection among school heads' professional development initiatives and leadership, teachers' motivation, and learners' academic performance in TLE. The findings indicate that effective leadership practices significantly enhance teacher motivation, which in turn positively influences student learning outcomes. Strong leadership behaviors, including ethical modeling, clear communication, and individualized support, foster a highly motivated teaching workforce, while motivated teachers implement more effective instructional strategies that improve learners' understanding and mastery of TLE competencies. Overall, the study highlights the interconnectedness of leadership, teacher motivation, and academic

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performance, emphasizing that investing in professional development for school heads and strategies to sustain teacher motivation is essential for creating a positive, reinforcing cycle that benefits the entire school system.

RECOMMENDATION

Teachers: The teacher should actively engage in professional development opportunities provided by the school head, apply innovative teaching strategies, and maintain a positive attitude toward learning to maximize their motivation and contribute to improved student academic performance.

School Heads: The school head should continue practicing transformational leadership by modeling ethical behavior, communicating a clear vision, providing individualized support, and fostering a collaborative environment to enhance teacher motivation and ultimately improve student outcomes.

Public School District Supervisor: The Public School District Supervisor should monitor and support the implementation of professional development initiatives, provide guidance and resources to school heads, and ensure that leadership programs align with the goal of improving teacher motivation and learner performance.

Parents: The parent should actively participate in their child's learning by supporting school activities, encouraging positive study habits at home, and collaborating with teachers to reinforce the learning environment, thereby complementing the efforts of motivated teachers and effective school leadership.

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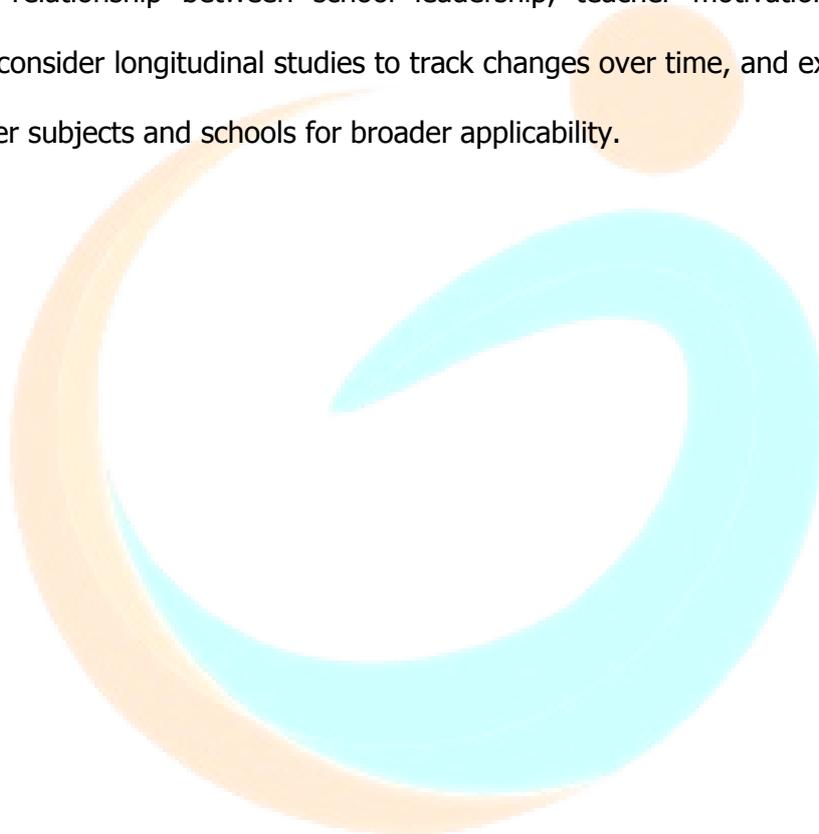
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Researcher: The researcher should disseminate the findings of the study to school stakeholders, provide feedback on the effectiveness of leadership practices, and assist in planning interventions that strengthen teacher motivation and student academic achievement.

Future Researchers: Future researchers should explore additional factors that may influence the relationship between school leadership, teacher motivation, and student performance, consider longitudinal studies to track changes over time, and expand the study to include other subjects and schools for broader applicability.



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