

Dimension of Transformational Leadership and the Organizational Performance of Designated School Heads

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Abstract

The study, entitled ‘Dimension of Transformational Leadership and the Organizational Performance of Designated School Heads in Mainland District in Sultan Kudarat,’ examined the extent of designated school heads exhibit transformational leadership in terms of charismatic influence, ability to inspire, intellectual innovation, and personalized support. It also assessed the level of organizational performance in relation to localized curriculum, teachers’ professional development, support for gender and development, and financial management. Additionally, the study explored the significant relationship between transformational leadership and organizational performance. A descriptive-correlational research design was employed while correlational analysis was utilized to determine the association between these variables.

Findings revealed that transformational leadership among designated school heads was highly evident, with charismatic influence emerging as the strongest dimension. Similarly, organizational performance received a high satisfaction rating, with the most prominent aspects being support for gender and development and financial management. Statistical analysis indicated a significant positive correlation between transformational leadership and organizational performance, suggesting that stronger leadership qualities among school heads contribute to improved school management and overall institutional effectiveness. The results of this study emphasized the crucial role of transformational leadership in fostering high organizational performance. Given the strong relationship between leadership and school outcomes, it is recommended that professional development programs be implemented to enhance strategic thinking, instructional innovation, and financial accountability among school heads. Furthermore, strengthening policies on gender equity, localized curriculum development, and teacher training can further support effective school leadership and sustainable educational progress.

Keywords: Transformational Leadership; Organizational Performance; Designated School Heads

I. Introduction

Educational institutions faced with many challenges that require innovative approaches in the dynamic and ever-changing field of educational management. Effective leadership is important, emphasizing on transformational leadership that will help educators and administrators to guide through complexities. Ultimately, this approach to leadership helps solve daily operational obstacles while guaranteeing teacher's motivation and commitment towards academic objectives. Research shows that capable leaders are responsible for the majority of success in schools.

Moreover, in the realm of educational management today, institutions pose a multifaceted challenge, particularly due to their operation within an environment characterized by continual change and uncertainty (Teece, 2017). This educational landscape necessitates innovative approaches to managing human capital, emphasizing the imparting of skills to address the complexities of daily challenges encountered by educators and staff (Cheung and Wong, 2011). Scholars in educational leadership, such as Bass and Bass (2008) and Thorpe et al. (2011), argue that transformative leadership is indispensable in the contemporary academic milieu.

Leaders should have a comprehensive grasp of the complexities within the educational setting and remain sensitive to the requirements of both faculty and staff ensuring their motivation towards achieving educational goals. Research underscores the paramount importance of adept leadership; for instance, Saleh et al. (2018) posit that effective leadership within educational management plays a significant role in achieving high performance. The role of transformative leadership lies in orchestrating human capital, fostering motivation, and productivity within the educational setting.

Hence, Organizations play a crucial role in daily life and contribute significantly to a nation's economic, social, and political progress (El-Masri et al., 2015). As they navigate an ever-changing environment, both managers and organizations are encouraged to prioritize employee well-being and overall organizational performance (Shahin et al., 2014; Masa'deh et al., 2015). As a result, enhancing organizational performance has become a primary

concern for both profit-driven and non-profit entities, leading managers to explore key influencing factors and implement strategies to improve efficiency and effectiveness (Shannak et al., 2012; Alenezi et al., 2015).

Furthermore, managing educational institutions in the present global educational landscape is difficult because of the changing and uncertain nature of international settings (Teece 2017). This calls for innovative ways of managing human capital, with focus on the development of day-to-day problem-solving skills (Cheung and Wong 2011). According to Bass and Bass (2008) as well as Thorpe et al. (2011), eminences in educational leadership, effective leadership is crucial in today's education. Therefore, leaders need to understand intricacies that go along with international education system while taking care of teachers and staffs so as to encourage them towards achieving academic goals. Thus, effective leadership is always imperative for any high performance according to studies such as those by Saleh et al. (2018) among others done at an international level within educational institutions.

In addition, educational management in various institutions tackles the risk of dealing with challenges and opportunities that come with respective countries that are unique. The Philippines' education system is similarly subjected to particular cultural differences, local policy variations and socio-economic factors. In this case, there is a greater need for effective leadership in learning institutions as argued by Bass and Bass (2008) and Thorpe et al. (2011) to cope with intricacies of the country's population at large. Some studies have shown that good leadership practices are crucial for high performance in education sectors such as Saleh et al (2018).

Zooming into the local context of educational management, the Department of Education in Sultan Kudarat, encounters specific challenges and opportunities unique to its setting. Leadership practices play a significant role in shaping the educational experience at this local level. Effective leaders are required to understand the nature of the local environment, addressing the needs of educators and staff to motivate them toward achieving educational goals. This local perspective underscores the importance of tailoring leadership approaches to the specific challenges faced by educational institutions in Sultan Kudarat.

Nonetheless, despite the amount of literature available on leadership in education, there is a deficiency of studies that investigate dimensions of transformative leadership in the educational aspect. Although some international and national researches are vital, it would be also necessary to see into more details in the department of education in local level such as Sultan Kudarat to know unique difficulties and opportunities in this situation. The purpose of this study is to comprehensively investigate the dimension of transformational leadership and the organizational performance within the Department of Education in Sultan Kudarat. By conducting this, the study aims to provide insights into the effectiveness of different leadership styles at the local level. The research seeks to bridge the identified gap in the literature and offer practical recommendations for enhancing educational leadership.

Theoretical Framework

This study's theoretical framework is anchored in Transformational Leadership Theory, Resource-Based Theory (RBT), and Social Exchange Theory (SET), each providing distinct insights into the connection between leadership and organizational performance. Transformational Leadership Theory created by Burns (1978) and extended by Bass (1985) posits that when leaders are characterized by idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration, performance metrics are significantly increased. These four characteristics act as the Independent Variables of the proposed study impacting Independent Variables in the equation that makes productivity, employee satisfaction, creativity, and financial performance (Bass & Riggio, 2006). Resource-Based Theory was created by Penrose (1959) and extended by Barney (1991), which holds that only when management understands what their resources are and the potential for change and transferable resources exist, do competitive advantages come about. Specifically, in the school setting, strong transformational leaders can assess such internal resources to foster an atmosphere of creativity and productivity, which impacts the dependent variables productivity, employee satisfaction, creativity, and financial performance

(Barney, 1991; Wernerfelt, 1984). RBT emphasizes the importance of internal organizational strengths, which transformational leaders can harness to drive overall performance.

Social Exchange Theory (SET), introduced by Homans (1958) and further developed by Blau (1964) and Thibaut & Kelley (1959), underscores the significance of reciprocal relationships within organizations. Transformational leaders, through their supportive and motivational behaviors, create positive exchange environments that enhance employee satisfaction and organizational commitment. This reciprocal relationship is a critical factor in improving organizational performance, aligning with the principles of SET. By integrating Transformational Leadership Theory, RBT, and SET, this study highlights how transformational leadership dimensions (independent variables) influence organizational performance outcomes (dependent variables) within the Department of Education in mainland districts of Sultan Kudarat.

Statement of the Problem

Generally, this study aims to assess the dimensions of transformational leadership on organizational performance.

Specifically, this study aims to address the following research questions:

1. To what extent are the dimensions of transformational leadership of designated school heads in mainland district in terms of:

- 1.1 charismatic influence;
- 1.2 ability to inspire;
- 1.3 ability to intellectual innovation; and
- 1.4 ability of provide personalized supports?

2. To what extent is the organizational performance of designated school heads in mainland district in terms of:

- 2.1 localized curriculum;
- 2.2 teachers' professional development;
- 2.3 support to Gender and Development programs; and
- 2.4 financial management?

3. Is there a significant relationship between transformational leadership and organizational performance of designated school heads in mainland

district in Sultan Kudarat?

Significance of the Study

This study holds substantial implication in comprehensively understanding the impact of transformational leadership on organizational performance. The findings of this study will be valuable to various stakeholders, including:

School Heads: This study gives insights into the influence of transformational leadership on organizational performance. School Heads can develop this knowledge to enhance their leadership practices, to foster a positive impact on employee satisfaction, productivity, and innovation.

Policy Makers and Strategists: Policymakers can utilize the study's findings to formulate strategies that encourage the adoption of effective leadership styles within organizations. Organizations can implement strategies that encourage the development of transformational leadership skills while fostering a culture that prioritizes innovation and empowers employees.

Educators: Academics and researchers in the field of management and leadership can benefit from this study by gaining a deeper understanding of the dynamics between leadership styles and organizational outcomes. The study contributes to the existing body of knowledge on leadership theories and their practical implications.

Employees: The study outcomes are relevant to the workforce as they shed light on the impact of leadership on their work environment. Employees can gain insights into how different leadership styles may influence their job satisfaction, motivation, and overall work experience.

Future researchers: This study will greatly benefit future researchers by serving as a foundation for further exploration of the link between transformational leadership and organizational performance, particularly in the context of school leadership.

Conceptual Framework

The ideas that arose from the problem were organized in a logical manner, following a conceptual framework. The main focus is on the Dimension of Transformational Leadership and Organizational Performance of Designated School Heads in Mainland District in Sultan Kudarat. The independent variable of Dimensions of Transformative Leadership are the following: charismatic influence, ability to inspire,

ability to intellectual innovation and ability to provide personalized support. While the dependent variable of Organizational Performance of designated school heads are the following: Localized Curriculum, Teachers Professional Development, Support to Gender and Development Program and Financial Management.

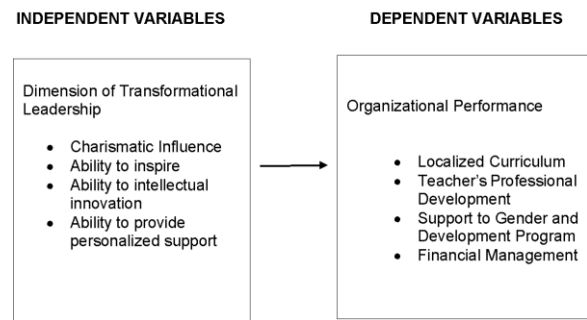


Figure 1. Conceptual Framework of the Study.

Scope and Delimitation

The study titled ‘Dimension of Transformational Leadership and the Organizational Performance of Designated School Heads in Mainland District in Sultan Kudarat focused on examining the perceived impact of transformational leadership within the organizational context. Specifically, the investigation delved into the dimensions of charismatic influence, ability to inspire, ability to intellectual innovation and ability to provide personalized support. The study involved 255 respondents consist of designated school heads and teachers. The study was conducted in 51 different schools located in the mainland district of Sultan Kudarat during the school year 2024-2025.

II. Methodology

This section presents the Research Design, Respondents of the Study, Locale of the Study, Sampling Technique, Research Instrument, Data Gathering Procedure, and Statistical Treatment.

The type of research design used in the study was descriptive-correlational. The measure of transformational leadership level employed a descriptive approach because the researcher intended to assess the level at which leadership was currently

practiced. According to Gay (1992), descriptive research is a collection of data that describes a population. The correlational approach was applied to determine whether there were significant relationships between the dimensions of transformational leadership and the dimensions of organizational performance. The dimensions of transformational leadership are charismatic influence, inspirational motivation, intellectual stimulation, and individualized consideration. The dimensions of organizational performance are localized curriculum, teacher training, GAD program, and appropriations and disbursement.

The study site was the mainland district of Sultan Kudarat where 51 public schools were determined. There were 255 respondents in total, composed of school heads and teachers who were purposively selected to guarantee that the data came from people who were directly involved in the leadership and realities of performance within their school. Therefore, purposive sampling and complete enumeration ensured a more rounded perspective from essential contributors to the operations of the school relative to transformational leadership and its efficacy. According to Creswell (2014), purposive sampling makes the data collected legitimate, representative, and effective for policy/formative decision-making. The sampling technique of complete enumeration was used because all the potential respondents were eligible to answer from the identified schools. Since the population is small enough to handle, selecting all potential respondents created a more definitive action in the sample selection while also diversifying the necessary perspectives to evaluate transformational leadership properly.

The researcher used and adapted the Transformational Leadership Survey as a tool to obtain the necessary data from the research of Cucun Sunaengsi et al. (2020) of Universitas Pendidikan Indonesia. This was adjusted to better suit the setting, and the indicators aligned better with what leadership meant in Philippine public schools. Therefore, the researcher added survey questions to determine the organizational performance in the following areas: 1) implementation of a localized curriculum; 2) professional development of teachers; 3) gender-

responsive initiatives; 4) transparency and management of funds.

Both the instruments for leadership and for performance utilized a five-point Likert scale. For transformational leadership, the following was offered: 5 = Strongly Agree (4.21–5.00), 4 = Agree (3.41–4.20), 3 = Neutral (2.61–3.40), 2 = Disagree (1.81–2.60), and 1 = Strongly Disagree (1.00–1.80). In turn, organizational performance was assessed on this scale as well with interpretive value based upon satisfaction: 5 = Outstanding, 4 = Very Satisfactory, 3 = Satisfactory, 2 = Fair, and 1 = Poor. Thus, the inclusion of the latter provided empirical significance of meaning descriptors for assessment of the participants' evaluations and perceptions.

Prior to data gathering, the instrument was subjected to validation. The adapted questionnaire was sent to an expert panel from the academe and industry practitioners—language assessors and educators—for suggestions and modifications. The suggested changes were implemented to enhance understandability, relevance, and suitability of the items vis-à-vis culture. A reliability test was conducted as well, which means Cronbach's Alpha was used in determining intra-scale reliability of the survey instrument. The overall reliability coefficient yielded $\alpha = 0.78$, which is highly reliable based on Yousuff (2019) stating that a reliability coefficient of 0.70 and above is reliable, especially when expert validation is of high value. The dimensions of transformational leadership show likewise varied intra-scale reliability coefficients: charismatic performance ($\alpha = 0.875$), capacity to motivate ($\alpha = 0.791$), intellectual stimulation ($\alpha = 0.633$), and individualized consideration ($\alpha = 0.766$). The dimensions of organizational performance yielded similarly high coefficients: localized curriculum ($\alpha = 0.928$), teacher enhancement ($\alpha = 0.851$), GAD assistance ($\alpha = 0.671$), and financial governance ($\alpha = 0.800$). Thus, it can be concluded that the instruments are reliable to assess the variables in question.

Data collection followed ethical factors regarding research. The researcher communicated with the Graduate School Dean before and after the study and received permission from the Sultan Kudarat Schools Division Superintendent. Letters of consent were sent to every involved school and to every respondent, with voluntary participation guaranteed. According to Denzin and Lincoln (2003), researchers avoid anonymity of

respondents, confidentiality of data, and jeopardy to persons. Thus, ethical concerns about acceptability, vulnerability, equity, and honesty applied during the study and for the conclusions. An ethics statement was provided to ensure trust between the researcher and the respondents and to ensure the research would be appropriately conducted.

Data analysis was interpreted using descriptive and inferential statistics. Mean was used by the researcher to determine the level of transformational leadership and the level of organizational performance per dimension. The researcher used the following descriptive interpretation for leadership: 4.21–5.00 (Very High Extent), 3.41–4.20 (High Extent), 2.61–3.40 (Moderate Extent), 1.81–2.60 (Low Extent), 1.00–1.80 (Very Low Extent). For organizational performance, the same range of values had the following descriptive interpretations: Outstanding, Very Satisfactory, Satisfactory, Fair, and Poor. Therefore, the researcher sought to evaluate the participants' perception of the effectiveness of school heads' leadership and the effectiveness of their schools.

The relationship between transformational leadership and effectiveness was measured through the Pearson Product-Moment Correlation Coefficient. By analyzing the variables of transformational leadership with performance indicators, the researcher was able to achieve a reliable directional value through the entire sample. There was a strong positive and statistically significant correlation between transformational leadership and effectiveness ($r = 0.607, p = 0.000$). As transformational leadership increases, so does its perceived effectiveness of school performance. Such findings were expected by the research hypotheses and literature review.

Overall, the research design was appropriately effective by employing a mix of descriptive and correlational designs to assess the relationship between transformational leadership and school effectiveness in Sultan Kudarat. The population sample comprised 255 school heads and teachers through the complete enumeration technique, with data collection coming from a validated and reliable survey questionnaire. Results of analyses through different statistical treatment tools found that the method in which

school leaders exercise transformational leadership correlates significantly to school effectiveness, which informs future planning and development of leadership abilities. In addition, the research approach employed proper ethical considerations so that no harm came to the responders and attribution was rendered to the results.

III. Results and Discussion

This section outlines the research findings, analysis, and interpretation, following the sequence in which the problem statements were presented in the study.

Table 1. Extent of dimensions of transformational leadership of designated school heads in mainland in Sultan Kudarat district in terms of Charismatic Influence

Charismatic Influence
Leadership has a responsibility in and mission of the organization.
A leader works to improve and enhance the productivity of the organization.
A leader must be a communicator and a listener.
A leader must be a motivator and an inspirer.
A leader possesses the ability to persuade others to make contributions to the effectiveness and success of the organization.
Leadership includes performance and opportunities to improve the organization.
A leader enables their subordinates to professional development.
A leader demonstrates the pursuit of the objectives of the organization.
Mean

Table 1 reveals the Extent of Dimensions of Transformational Leadership among designated school heads in mainland district of Sultan Kudarat particularly focusing on Charismatic Influence.

The data indicates that school heads perceived by respondents as highly with an overall mean score of 4.50 (SD = 0.54) with a description of Strongly Agree and interpreted as very high extent.

Among the specific indicators, the statement that received the highest rating is "Leadership has a

sense of responsibility in realizing the vision and mission of the organization" with a mean score of (M = 4.67, SD = 0.46), this suggest that respondents firmly believe transformational leaders in their schools are deeply committed to achieving the institution's goals. Other notable statements include "A leader must be an effective communicator and responsive listener" which has a mean score of 4.58 (SD = 0.53) and "A leader must be an effective motivator and influencer" with a mean score of 4.54 (SD = 0.53). These findings reinforce the idea that effective leadership is linked to strong communication and motivation skills.

The lowest-rated statements, while still viewed positively, include "A leader enables the advancement of their subordinates' careers of professional development" (M = 4.35, SD = 0.57) and "A leader demonstrates commitment in the pursuit of the vision, mission, and objectives of the organization" (M = 4.40, SD = 0.54).

Overall, the results confirm that transformational school heads exhibit a high degree of charismatic influence. This aligns with Bass's Transformational Leadership Theory (1985), which emphasizes that leader who are visionary, motivational, and persuasive significantly impact organizational effectiveness. These findings also support studies by Nguni, Slegers, & Denessen (2006), which indicated that transformational leadership has a positive effect on teacher commitment and school performance.

Table 2. Extent of dimensions of transformational leadership of designated school heads in mainland district in Sultan Kudarat in terms of Ability to inspire

Ability to inspire	Mean	SD	Description	Interpretation
Inspiring leader openly shares about him/herself.	4.49	0.57	Strongly Agree	Very High Extent
A leader is approachable to his/her subordinates and other people.	4.52	0.54	Strongly Agree	Very High Extent
A leader with passion to work is truly inspiring.	4.50	0.60	Strongly Agree	Very High Extent
An inspiring leader connects and touches lives.	4.40	0.60	Strongly Agree	Very High Extent
Leadership is setting good example to inspire others.	4.44	0.61	Strongly Agree	Very High Extent
A leader set high expectations for themselves and their followers, motivating everyone to strive for excellence.	4.40	0.59	Strongly Agree	Very High Extent
They inspire the team to contribute creatively by outlining a clear vision for innovation.	4.47	0.56	Strongly Agree	Very High Extent
They develop friendship that shows concern to his subordinates for them to be inspired to perform better.	4.42	0.57	Strongly Agree	Very High Extent
Mean	4.46	0.57	Strongly Agree	Very High Extent

The results presented in Table 2 highlights the ability of designated school heads to inspire, as a

key aspect of transformational leadership. The overall mean score of 4.46 (SD = 0.57) indicates that respondents strongly agree that their school heads exhibit inspiring leadership qualities.

Among the specific indicators, the highest-rated statement is "A leader is approachable to his/her subordinates and other people" (M = 4.52, SD = 0.54), which received a "Strongly Agree" rating. This suggests that the approachability of school heads plays a crucial role in inspiring their subordinates. Additionally, the statement "A leader with passion to work is truly inspiring" (M = 4.50, SD = 0.60) also received strong agreement, further reinforcing the idea that leader who demonstrate passion and commitment effectively inspire their teams.

In contrast, the lowest-rated statements include "An inspiring leader connects and touches lives" (M = 4.40, SD = 0.60) and "A leader sets high expectations for themselves and their followers, motivating everyone to strive for excellence" (M = 4.40, SD = 0.59).

Overall, the findings confirm that school heads display a commendable level of inspirational leadership, which aligns with Bass's Transformational Leadership Theory (1985), particularly the dimension of Inspirational Motivation. Transformational leaders inspire their followers by creating a compelling vision, demonstrating enthusiasm, and fostering a culture of motivation and innovation. These results also support studies such those conducted by Leithwood and Jantzi (2006), which emphasize that inspirational leadership in schools significantly enhances teacher motivation and organizational commitment.

Table 3. Extent of dimensions of transformational leadership of designated school heads in mainland district in Sultan Kudarat in terms of Ability for intellectual innovation

Ability for intellectual innovation	Mean	SD	Description	Interpretation
The leader provides opportunities to training and other skills development.	4.54	0.55	Strongly Agree	Very High Extent
He/she motivates people to engage in higher and graduate programs for their career advancement.	4.48	0.55	Strongly Agree	Very High Extent
He/she exposed his/her subordinates to new learning environment through benchmarking and other undertakings.	4.56	0.53	Strongly Agree	Very High Extent
He/she develops new ideas using different artistic techniques to improve the operation of the organization.	4.48	0.52	Strongly Agree	Very High Extent
He/she encourage innovation and creativity to think differently in decision-making.	4.45	0.54	Strongly Agree	Very High Extent
He/she assumes the role of a pivotal character, one who initiates task and assess programs of action required for school development.	4.43	0.55	Strongly Agree	Very High Extent
Mean	4.48	0.54	Strongly Agree	Very High Extent

The data presented in Table 3 assesses the degree to which school heads in the mainland district demonstrate intellectual innovation as a component of transformational leadership. The overall mean score of 4.48 (SD = 0.54) indicates that respondents were strongly agree and have a very high extent that their school heads foster intellectual innovation within their institutions.

Among the specific indicators, the highest-rated statement is "He/she exposes his/her subordinates to new learning environments through benchmarking and other undertakings" (M = 4.56, SD = 0.53), This highlights that school leaders actively introduce their subordinates. Following closely, "The leader provides opportunities for training and other skills development" (M = 4.54, SD = 0.55), demonstrating a strong emphasis on continuous professional development.

Conversely, the lowest-rated items, although still rated positively are "He/she assumes the role of a pivotal character, one who initiates tasks and assesses programs of action required for school development" (M = 4.43, SD = 0.55) and "He/she encourages innovation and creativity to think differently in decision-making" (M = 4.45, SD = 0.54).

These findings are consistent with Bass (2015), who suggests that transformational leadership can inherently enhance job satisfaction by instilling a sense of purpose and promoting intellectual stimulation and innovation. According to Emery and Barker (2007), transformational leaders inspire and empower their team members to assume greater responsibility and autonomy, ultimately boosting their sense of achievement and job satisfaction. Additionally, research conducted in Ghana by Puni et

al. (2018) confirms a positive relationship between transformational leadership and job satisfaction.

Table 4. Extent of dimensions of transformational leadership of designated school heads in mainland district in Sultan Kudarat terms of ability to provide personalized support

Ability to provide personalized support	Mean	SD	Description	Interpretation
Good leadership includes the giving of personal rewards and recognition to the achievements of their people.	4.51	0.46	Strongly Agree	Very High Extent
He/she gives moral support to their people especially in times of family crisis.	4.47	0.54	Strongly Agree	Very High Extent
He/she spends time with his/her colleagues through team building or small gathering activities.	4.48	0.53	Strongly Agree	Very High Extent
The leader values their people by personally addressing their organizational needs.	4.42	0.53	Strongly Agree	Very High Extent
The leader is also concerned in the actual status or situations of their people.	4.53	0.54	Strongly Agree	Very High Extent
A leader improves the quality of worklife of the members of the organization and build the self-confidence of his followers.	4.43	0.57	Strongly Agree	Very High Extent
A leader is sensitive ad satisfies the needs and expectations of his followers.	4.46	0.57	Strongly Agree	Very High Extent
He/she put the welfare of others before himself.	4.39	0.58	Strongly Agree	Very High Extent
Leaders support creative, teacher facilitated, research based and innovative models of instructions.	4.50	0.56	Strongly Agree	Very High Extent
Mean	4.47	0.56	Strongly Agree	Very High Extent

The data presented in Table 4 evaluates the extent to which school heads provide personalized support as a key aspect of transformational leadership. The overall mean score of 4.47 (SD = 0.56) indicates that respondents strongly agree with an interpretation of very high extent that their school heads offer personalized support to their subordinates.

Among the specific indicators, the highest-rated statement is "The leader is also concerned in the actual status or situations of their people" with a mean of 4.53 (SD = 0.54). This suggests that school heads demonstrate empathy and concern for the well-being of their team members. Another highly rated indicator is "Good leadership includes the giving of personal rewards and recognition to the achievements of their people" which received a mean of 4.51 (SD = 0.46). This highlights the importance of acknowledgment and motivation in effective leadership.

Moreover, the lowest-rated item is "He/she puts the welfare of others before themselves", with a mean score of 4.39 (SD = 0.58), although this is still viewed positively. This may indicate that while leaders provide support, there is still room for improvement in prioritizing the needs of their subordinates over their

own. Additionally, "A leader improves the quality of work-life of the members of the organization and builds the self-confidence of his followers", received a mean of 4.43 (SD = 0.57) indicating a need for greater focus on work-life balance initiatives and confidence-building measures.

The findings align with Bass and Avolio's (1994) Transformational Leadership Theory, particularly the Individualized Consideration component, which asserts that transformational leaders provide personalized coaching, mentoring, and support to their subordinates. Similarly, the results of this study indicate that TUSD leaders effectively leveraged the existing dynamics within the groups to foster growth and development, as well as to enhance instructional practices. As a result, teachers' abilities were strengthened through the individualized support provided by their leaders. This personalized support and opportunities offered helped teachers pursue their goals to achieve professional success. Wiseman (2010) refers to this practice as transformational multiplication.

Table 5. Summary of the Extent of dimensions of transformational leadership of designated school heads in mainland district in Sultan Kudarat

	Mean	SD	Description	Interpretation
Charismatic Influence	4.50	0.54	Strongly Agree	Very High Extent
Ability to inspire	4.46	0.57	Strongly Agree	Very High Extent
Ability to intellectual innovation	4.48	0.54	Strongly Agree	Very High Extent
Ability to provide personalized support	4.47	0.56	Strongly Agree	Very High Extent
Overall Mean	4.48	0.55	Strongly Agree	Very High Extent

The summary of the Extent of Transformational Leadership Dimensions of Designated School Heads in Mainland District in Sultan Kudarat

The summary of the transformational leadership dimensions among designated school heads in the mainland district reveals an overall mean score of 4.48 (SD = 0.55), indicating that respondents strongly agree and with a very high extent that their school heads exhibit transformational leadership qualities. Among the four dimensions, Charismatic Influence received the highest rating (M = 4.50, SD = 0.54, Strongly Agree), suggesting that these leaders are viewed as highly influential, inspiring, and capable of motivating

their subordinates through effective vision and communication skills. This finding aligns with Bass's Transformational Leadership Theory (1985), which emphasize the role of charismatic influence in driving organizational change and fostering commitment among followers.

The dimensions of Intellectual Innovation (M = 4.48, SD = 0.54), Ability to Provide Personalized Support (M = 4.46, SD = 0.56), and Ability to Inspire (M = 4.46, SD = 0.57) received positive rating but were slightly lower than charismatic influence. These results suggest that while school heads promote innovation, offer personalized support, and inspire their teams, there is potential for further enhancement, particularly in strengthening motivation strategies and fostering a culture of continuous intellectual growth and development.

The findings are consistent with Al Qu'raan (2015) case study at Jordan Ahli Bank which investigated the impact of transformational leadership on organizational change management. The results demonstrated that transformational leadership significantly influences managing organizational change. Key elements of change, including structural, technological, and personnel-related changes, were found to positively correlate with transformational leadership dimensions, such as idealized influence, inspirational motivation, intellectual stimulation, individual consideration, and empowerment. According to the report, transformational leaders actively promote advancement and take accountability for implementing about significant changes, making them essential to organizational development and transformation.

Table 6. Extent of the organizational performance of designated school heads in mainland district in Sultan Kudarat in terms of localized curriculum

Localized Curriculum	Mean	SD	Description
The organization enhances the localized curriculum every three years.	4.45	0.55	Highly Satisfy
The organization enhances the localized curriculum with the participation of stakeholders.	4.44	0.56	Highly Satisfy
The organization implements well the localized curriculum.	4.41	0.55	Highly Satisfy
The localized curriculum includes cultural and regional needs.	4.43	0.56	Highly Satisfy
In the localized curriculum, the learning materials are also locally contextualized.	4.37	0.61	Highly Satisfy
The localized curriculum, the learning materials are also locally contextualized.	4.31	0.59	Highly Satisfy
It recognizes cultural identity and sense of belongingness.	4.41	0.58	Highly Satisfy
The localized curriculum is in consonance with DepEd order.	4.43	0.43	Highly Satisfy
The learning content and materials contains local information, pictures, etc. in the community.	4.50	0.60	Highly Satisfy
Mean	4.42	0.57	Highly Satisfy

Table 6 outline how the organizational performance of designated school heads in the mainland district aligns with the localized curriculum. The overall mean score of 4.42 (SD = 0.57) indicates that respondents are highly satisfied with the implementation and development of the localized curriculum within their school.

Among the specific indicators, the highest-rated statement is "The learning content and materials contain local information, pictures, etc. from the community" which received an average score of 4.50 (SD = 0.60) and was rated as "Highly Satisfy". This suggests that schools effectively integrate local content into their curriculum, making learning more relevant and contextualized for students. Other highly rated items include "The organization enhances the localized curriculum every three years" (M = 4.45, SD = 0.55) and "The organization enhances the localized curriculum with the participation of stakeholders" (M = 4.44, SD = 0.56). These scores highlight the regular review process and the involvement of stakeholders in curriculum development.

Conversely, the lowest-rated statements, although still interpreted as highly satisfy are "The localized curriculum includes learning materials that are also locally contextualized" (M = 4.31, SD = 0.59) and "The organization effectively implements the localized curriculum" (M = 4.41, SD = 0.55). These findings suggest that despite the ongoing efforts to localize the curriculum, challenges persist in fully contextualizing learning materials and ensuring their effective implementation in various educational settings.

The result of the study highlights the significance of curriculum localization principles, as emphasized by Onojerena (2017), He pointed out that curriculum implementation constitutes a responsibility for school managers and has attracted considerable

attention from educators and researchers across the globe. Within the organizational framework, curriculum implementation is the phase where educational program is effectively put into practice.

Table 7. Extent of the organizational performance of designated school heads in mainland district in Sultan Kudarat in terms of teachers' professional development

Teachers' Professional Development	Mean	SD	Description
The professional development of its people such as enrolling in the graduate school satisfied.	4.62	0.46	Highly Satisfy
The organization sends teachers to other skills training to enhance their professional skills in teaching.	4.49	0.54	Highly Satisfy
The teachers are involved in decision making to utilize their strategical and professional skills.	4.51	0.53	Highly Satisfy
The teachers are given the privilege to present and publish their research in international conference/journal.	4.46	0.53	Highly Satisfy
The teachers are being involved in leadership and administrative trainings.	4.44	0.54	Highly Satisfy
Teachers are equally sent for trainings to acquire knowledge and skills to become a better version of themselves.	4.49	0.57	Highly Satisfy
Teachers are encouraged to pursue masters or doctoral degrees in order to further their careers.	4.42	0.57	Highly Satisfy
Career planning encourages teachers' growth and development.	4.45	0.54	Highly Satisfy
It helps teachers develop skills required to fulfill different career roles.	4.46	0.50	Highly Satisfy
Each teacher is entitled for promotion.	4.46	0.50	Highly Satisfy
Mean	4.47	0.55	Highly Satisfy

Table 7 revealed the impact the extent of organizational performance of designated school heads in mainland district in Sultan Kudarat. With an overall mean of 4.47 (SD = 0.55), respondents seem highly satisfied with organizational developments in this domain. This outcome suggests that these established vertical leadership structures appreciate teacher growth/redevelopment opportunities, as this is one of the areas of effective educational leadership (Guskey, 2002; Darling-Hammond et al., 2017).

Regarding the particular indicators, the most consensus statement is, "The professional development of staff such as enrolling in graduate school is satisfied" (M = 4.62, SD = 0.46). "Highly Satisfied." This means that the principals provide and appreciate graduate school training for teachers, which is a major continuing education and professional development step. According to Guskey (2002), intentional professional development occurs with growth and educational potential as guiding perspectives. Also, graduate engagement cultivates reflective practice and content expertise (Desimone, 2009), which aligns with intentions for more significant school-wide advancements.

In addition, "The teachers are involved in decision-making to utilize their strategic and professional skills" (M = 4.51, SD = 0.53) also aligns

with "Highly Satisfied." This relates to Desimone's (2009) association with developmental accomplishment when teachers are highly invested and collegial in the process. Moreover, when teachers are given opportunities to participate in decision-making, they become more effective at their roles and more engaged (Darling-Hammond et al., 2017).

Conversely, the least favorable—yet still appreciative—responses are "Teachers are encouraged to pursue master's or doctoral degrees in order to further their careers" (M = 4.42, SD = 0.57) and "Teachers are being involved in leadership and administrative training" (M = 4.44, SD = 0.54).

This indicates that while these are anticipated developments—yet not down-the-line plans—they have not yet solidified into strategic developments for the future. According to Guskey (2002), without intentionally designed professional developments for such leadership opportunities and degrees/career advancements, the professional developments are in vain. Desimone (2009) supports this finding, noting that professional development experiences that are offered over time, sustained, and connected to careers yield the greatest impact on teacher and student results.

Table 8. Extent of the organizational performance of designated school heads in mainland district in Sultan Kudarat in terms of support to Gender and Development programs

Support to Gender and Development programs	Mean	SD	Description
The GAD programs of the organization earns support from the management.	4.48	0.55	Highly Satisfy
The mandatory budget for GAD programs is properly allocated and utilized.	4.45	0.57	Highly Satisfy
The GAD activities are properly implemented in the organization and availed by many.	4.50	0.60	Highly Satisfy
The organization has fair and equal treatment in all their people regardless of gender.	4.43	0.56	Highly Satisfy
The organization motivates its people to participate in any GAD programs.	4.50	0.58	Highly Satisfy
The GAD office is a gender-responsive advocator.	4.50	0.55	Highly Satisfy
The organization is committed to a safe learning and working environment.	4.52	0.55	Highly Satisfy
The GAD office is advocating gender equality and inclusive society.	4.53	0.52	Highly Satisfy
Mean	4.49	0.55	Highly Satisfy

According to Table 8, this is the extent of organizational performance of the designated school heads in the mainland district with respect to support of GAD programs. The grand mean is 4.49 (SD = 0.55), meaning that the respondents are highly

satisfied with how their schools perform relative to GAD operations.

The highest item to agree upon is in support of the statement "The GAD office is advocating gender equality and an inclusive society" (M = 4.53, SD = 0.52). Therefore, the response of "Highly Satisfied" denotes that gender awareness is pursued in their respective schools which promote gender equality and an inclusive atmosphere while supporting its policies that ensure equity among genders. Other highly rated attributes are "The organization is committed to a safe learning and working environment" (M = 4.52, SD = 0.55) and "The GAD office is a gender-responsive advocator" (M = 4.50, SD = 0.55), which indicate that these schools promote a gender-related sensitive learning and working environment.

Interestingly, on the contrary, the least indicated yet still above average and positively responded to include "The organization has fair and equal treatment in all their people regardless of gender" (M = 4.43, SD = 0.56) and "The required budget for GAD programs is being spent accordingly" (M = 4.45, SD = 0.57).

These results support the United Nations Sustainable Development Goal (SDG) No. 5 relative to Gender Equality, which found that gendered policies should be implemented in schools and the workplace. They are consistent with the Philippine Commission on Women (PCW) GAD Framework, which mandates that all government offices, including schools, appropriate at least 5% of the annual budget approved for programs related to gender. This is in accordance with the requirements contained in the General Appropriations Act (GAA) of 1995 to support all gender-related activities and gender sensitivity programs for women's empowerment.

Table 9. Extent of the organizational performance of designated school heads in mainland district in Sultan Kudarat terms of financial management

Financial Management	Mean	SD	Description
The financial operations of the organization are commendable and follows the accounting and auditing procedures.	4.50	0.52	Highly Satisfy
The organization is properly liquidated the expenses timely without delays.	4.40	0.52	Highly Satisfy
The approved budget is properly utilized and mobilized.	4.48	0.57	Highly Satisfy
The financial statements are always updated and posted for transparency.	4.44	0.53	Highly Satisfy
The organization monitor the financial operations of the organizations.	4.44	0.55	Highly Satisfy
Mean	4.49	0.54	Highly Satisfy

Table 9 assesses the organizational performance of designated school heads in the mainland district regarding to financial management. The overall mean score of 4.49 (SD = 0.54) indicates that respondents are highly satisfied with the financial management practices of their schools.

Among the specific indicators, the highest-rated statement is "The financial operations of the organization are commendable and follow the accounting and auditing procedures" (M = 4.50, SD = 0.52), which received a "Highly Satisfied" rating. This suggests that the organizations financial operations are generally well-regulated and comply with standard accounting and auditing procedures, ensuring proper fiscal accountability. Another highly rated statement is "The approved budget is properly utilized and mobilized" (M = 4.48, SD = 0.57), indicating that budget allocation and financial resources are effectively managed within the institution.

In contrast, the lowest-rated statements, although still positively assessed include: "The organization properly liquidates the expenses timely without delays" (M = 4.40, SD = 0.52) and "The financial statements are always updated and posted for transparency" (M = 4.44, SD = 0.53). This suggests that while financial transparency and liquidation practices are generally good, there is room for improvement in ensuring more timely reporting and enhanced financial visibility.

These findings align with the principles of Public Financial Management (PFM) as outlined by the International Monetary Fund (IMF, 2019), which emphasize the importance of transparency, accountability, and efficiency in managing public funds. Additionally, the results support the Department of Education (DepEd) Financial Management Standards, which require school administrators to adhere to proper accounting procedures, ensure fiscal transparency, and maintain timely financial reports (DepEd Order No. 60, s. 2016).

10. Summary of the extent of organizational performance of designated school heads in mainland district in Sultan Kudarat

	Mean	SD	Description
Localized Curriculum	4.42	0.57	Highly Satisfy
Teacher's Professional Development	4.47	0.55	Highly Satisfy
Support to Gender and Development	4.49	0.55	Highly Satisfy
Financial Management	4.49	0.54	Highly Satisfy
Overall Mean	4.49	0.55	Highly Satisfy

Based on the results relative to the organizational performance level of the appointed school heads of the mainland district of Sultan Kudarat, there was a collaborative effort that resulted in an overall highly satisfactory score of 4.49 (M = 4.49, SD = 0.55) in four essential areas of professional assessment: Localized Curriculum, Teacher's Professional Development, Support to Gender and Development (GAD), and Financial Management. Support to Gender and Development received the highest mean of 4.49 (SD = 0.55). This indicates that the schools are undertaking gender-responsive programs and activities, including gender-inclusive and gender-equal activities in the schools mandated by the thrusts of the Department of Education and policy issuances on gender equity in the distribution of school leadership and management and program/project implementation assessed on a gendered perspective.

Teacher's Professional Development (M = 4.47, SD = 0.55) was equally positively assessed with great satisfaction, which means that school principals provide sufficient skills development, leadership development, and future growth potential. This supports teacher empowerment studies relative to teacher professional development, which indicate that such developments relative to strategic improvements impact teacher motivation and subsequent learning assessments for students. Relative to the Financial Management factor, a mean of 4.46 (SD = 0.54) was received, which means that financial contributions are managed appropriately but could benefit from transparency and efficiency improvements. The Localized Curriculum factor was ranked lowest (M = 4.42, SD = 0.57) of the four factors, which means that there are improvements to be had in terms of contextualization and use of community-based learning materials to best assess for local culture and needs. While this is an effective undertaking to create learning materials in a localized context, it may suffer from low resources or standardization efforts.

These results mirror the conclusions of Leithwood et al. (2006), who emphasize that quality school leaders are necessary to foster organizational effectiveness in every domain—curriculum, budget, teacher development. With the Transformational Leadership Model of Bass and Avolio, leaders who champion innovation, equity and access, and efforts of human capital training all lend themselves to the sustained success of an organization.

Table 11. Relationship between transformational leadership and organizational performance of designated school heads in mainland district in Sultan Kudarat

	Mean	Std. Deviation (SD)	Pearson r	p-value	Interpretation
Transformational Leadership	4.47	0.33	0.60	0.000	Correlational
Organizational Performance	4.49	0.34			

Based on Table 11, the relationship between transformational leadership and organizational performance of the respondents is positively high and significant. With a transformational leadership mean of 4.47 (SD = 0.33) and an organizational performance mean of 4.49 (SD = 0.34), it implies strong agreement as to the effectiveness of leadership with a high significant level of organizational performance. Thus, the Pearson correlation determined at $r = 0.60$, $p = 0.000$ shows a high positive and significant relationship which implies the higher the transformational leadership is enhanced, the higher the organizational performance. Thus, the null hypothesis is accepted.

These findings further reflect Bass and Avolio's (1994) Transformational Leadership Model, for the findings imply that leaders who are able to motivate and inspire proper action, as well as intellectually stimulate subordinates, are critical for proper performance in any setting. Transformational leadership creates an engaged and creative workforce that works in a supportive culture on the job and, therefore, inevitably improves the performance of the organization. Additionally, Podsakoff et al. (1996) found that transformational leadership behaviors, such as individualized consideration and intellectual stimulation, directly impact organizational effectiveness and employee satisfaction.

IV. CONCLUSIONS

The purpose of the study was to evaluate the level of transformational leadership of designated school heads in the mainland district of Sultan Kudarat relative to charisma, inspirational motivation, intellectual stimulation, and individualized consideration. It also sought to examine the organizational performance of designated school heads in the mainland district of Sultan Kudarat relative to localized curriculum, teachers' professional development, assistance to gender and development,

and financial management. Ultimately, the study aimed to determine whether there is a significant relationship between transformational leadership and organizational performance of designated school heads in the mainland district of Sultan Kudarat.

The research design was descriptive-correlational and the locale of the study was the Municipality of Sultan Kudarat. Thus, the researcher adopted a descriptive research design to assess the level of the dimensions of transformational leadership and the organizational performance of the school principals. Furthermore, the researcher adopted a correlational research design to assess the significant relationship between the transformational leadership dimension and the organizational performance of the respondents.

The results of the study are summarized:

The dimension of transformational leadership among designated school heads had an overall mean score of 4.48 (SD = 0.55) indicating a general strongly agree with very high extent in this dimension. Notably, the aspect of charismatic influence emerged as the strongest with a mean score of 4.50 (0.54).

In terms of organizational performance, designated school heads also achieved an overall mean of 4.49 (SD = 0.55) reflecting a high level of satisfaction. Specifically, the strongest aspect included support to Gender and Development, which scored a mean of 4.49 SD(0.55), and Financial Management, with a mean score of 4.49 SD (0.54).

Moreover, transformational leadership has a strong positive relationship with organizational performance to designated school heads in the mainland district of Sultan Kudarat. Average transformational leadership was at 4.47 (SD = 0.334) and organizational performance was at 4.49 (SD = 0.347). The correlation determined was ($r = 0.607$, $p = 0.000$). Therefore, the respondents strongly agree that there is an appropriately successful leader which attributes to these levels of organizational performance.

Study results indicate that designated school principals in the chosen mainland district of Sultan Kudarat exhibit a strong extent of transformational leadership, particularly in the aspect of charisma. Their leadership features great power and positive qualities to inspire and motivate followers. In addition, these school principals possess organizational

performance with a high extent specifically, with an increase in equity efforts in management and finance. This means that the school principals partake in proper supportive approaches to facilitate inclusive learning and appropriate equitable financial management.

In addition, the research indicated a significant positive correlation between transformational leadership and organizational performance. Essentially, the more one thinks that school principals embody such characteristics, the better they control and better assess and develop schools. The fact that all survey participants largely agreed that efficient leadership is present and organizational performance is high suggests that transformational leadership is critical to effective school operation performance. Therefore, it's necessary for ongoing professional development of school principals to sustain their leadership and appropriate management developments.

RECOMMENDATIONS

1. Implement training for staff on problem solving, critical thinking, and creative teaching strategies.
2. Implementation of a culturally relevant, research-based curriculum.
3. More workshops and professional development on creative teaching strategies, differentiation, and technology integration in the classroom.
4. Policies and procedures that promote inclusion and gender equity so all students have the opportunity to learn.
5. Assessment of proper use of school finances.

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