Transformational Leadership of School Heads Towards School Governance Framework

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Abstract

This study explores the role of transformational leadership, particularly the dimension of Inspirational Motivation, in strengthening school governance among public elementary schools in Candelaria, Quezon. School governance is a vital aspect of educational leadership as it influences policy implementation, management practices, and the overall effectiveness of school operations. The main objective of this research was to examine how school heads demonstrate inspirational motivation and how these leadership behaviors contribute to governance efficiency in their respective schools. To achieve this, the study employed a descriptive quantitative research design using a validated researcher-made Likert-scale questionnaire, which was administered to 31 school heads. Descriptive statistics and paired t-tests were used in data analysis to determine the consistency between planned and implemented leadership actions. Findings revealed that transformational leadership is strongly manifested through inspirational motivation, as school heads clearly articulated a vision, inspired confidence and optimism, empowered colleagues, fostered emotional engagement, and served as role models. These practices were positively correlated with improved collaboration, staff morale, and professional growth. Furthermore, statistical results indicated no significant difference between intended governance goals and actual practices, showing strong alignment between leadership planning and execution. The study concludes that inspirational motivation plays a critical role in enhancing governance efficiency, particularly in the effective implementation of educational policies and daily school management. A School Governance Framework is proposed, highlighting vision-driven leadership, stakeholder participation, ethical practices, and professional development. Recommendations include leadership capacity-building, policy monitoring, stakeholder inclusion, technological integration, and recognition systems, with emphasis on the importance of contextualized leadership in rural schools.