

Transformational Leadership: Its Features and Functions Towards School Organizational Culture Model

Robert P. Irinco

<https://orcid.org/0009-0009-7107-5150>

plukrobertirinco@gmail.com

Philippine Christian University
Manila, National Capital Region, Philippines

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Abstract

Transformational leadership, defined by idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration, has become a central focus in educational leadership, yet its direct relationship with school organizational culture (SOC) remains underexplored in the Philippine context. This study investigated the extent to which transformational leadership is practiced through individualized consideration—personalized mentorship and coaching, active listening and emotional support, tailored professional development, and empowerment—and examined how these practices affect productivity in performance evaluation across work environment, morale, policies, and organizational support. Employing a descriptive quantitative research design, data were collected from approximately 100 educators and academic leaders in selected colleges and universities in Manila using a validated researcher-made questionnaire and purposive sampling. Results showed transformational leadership practices were strongly evident, with high ratings for mentorship and coaching, active listening, and emotional support, alongside favorable evaluations for professional development and empowerment. Regression analysis revealed mentorship and professional development as the strongest predictors of faculty performance outcomes. Based on these findings, a Transformational Leadership Model was developed, highlighting structured mentorship programs, continuous professional growth, participatory governance, and strategic resource allocation to strengthen SOC and improve institutional outcomes. In conclusion, transformational leadership, particularly through individualized consideration, significantly enhances faculty engagement, instructional quality, and organizational growth in Philippine higher education.

Keywords: Educational Leadership and Teaching; Transformational Leadership and School Organizational Culture; Descriptive Quantitative Research Design and Purposive Sampling; Philippines.

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Introduction

In contemporary education, many schools grapple with challenges such as declining teacher morale, high turnover rates, and diminished student engagement, ultimately hindering academic achievement. These issues highlight the urgent need for effective leadership strategies that can foster a positive school climate and enhance overall performance. As educators seek to navigate these complexities, understanding the role of leadership becomes critical, prompting this investigation into transformational leadership as a viable approach that can address these challenges.

Transformational leadership is characterized by its emphasis on idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. These elements work synergistically to create an environment where educators feel valued, engaged, and committed to a shared vision. Research indicates that schools led by transformational leaders tend to have higher levels of teacher job satisfaction, collaboration, and overall school effectiveness. For example, recent studies have shown that transformational leadership not only improves teacher morale but also positively impacts student achievement, suggesting a strong link between leadership style and school culture.

Transformational leadership is defined by its core dimensions of idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Bass & Riggio, 2020). Collectively, these elements cultivate a professional environment in which educators feel valued, motivated, and committed to a shared organizational vision. Within the Philippine educational context—where schools commonly contend with resource limitations, large class sizes, and disparities in teacher preparation—transformational leadership emerges as a particularly effective leadership approach. Empirical studies consistently demonstrate its positive impact on school outcomes. For example, Shatzer et al. (2020) reported that transformational leadership significantly enhances teacher job satisfaction, which in turn contributes to improved student achievement. Similarly, Liu et al. (2021) found that schools led by transformational leaders exhibit higher levels of collaboration and open communication among staff, fostering a more cohesive and supportive school culture. In the Philippine setting, such collaborative leadership is especially vital, as teachers often navigate substantial pressures from parents, communities, and other external stakeholders, underscoring the need for leadership that aligns, motivates, and unifies collective efforts.

In the Philippines, where educational institutions often reflect a mix of traditional and modern practices, the impact of transformational leadership on fostering an inclusive culture is vital. Studies conducted by Malinowski and Guss (2019) indicate that the interplay between transformational leadership and organizational culture significantly influences teachers' commitment to their roles and enhances student outcomes. Filipino educators, who often prioritize community and collaboration, benefit from transformational leaders who can cultivate a culture of trust and mutual respect, essential for navigating the complexities of the local educational landscape.

However, despite the growing body of evidence supporting transformational leadership's effectiveness, there remains a research gap in understanding how specific features of this leadership style directly interact with various dimensions of school organizational culture. While prior studies have established correlations between transformational leadership and positive educational outcomes, few have systematically analyzed these relationships within the Philippine context. By integrating organizational culture models into the analysis, this study aims to provide a more comprehensive understanding of how transformational leadership shapes school environments. This gap presents an opportunity to delve deeper

into the nuanced dynamics of transformational leadership and organizational culture, particularly in diverse educational settings in the Philippines. By investigating this relationship, the current study aims to contribute to the existing literature and provide actionable insights for educational leaders seeking to cultivate a thriving school environment that prioritizes both teacher development and student success. The findings of this study are expected to provide empirical insights into how transformational leadership features and functions interact to shape a sustainable school organizational culture model, offering implications for educational leaders and future research.

The results of the study highlight critical transformational leadership practices that inform the development of a school organizational culture model, raising important considerations for leadership practice, policy, and organizational improvement.

Objectives of the Study

This research aimed to explore the features and functions of transformational leadership and its impact on school organizational culture (SOC) within educational institutions in the Philippines. Utilizing Transformational Leadership Theory as a framework, the study aimed to: 1) determine the extent of Transformational Leadership practiced in individualized consideration in terms of: 1.1. Personalized Mentorship and Coaching; 1.2. Active Listening and Emotional Support; 1.3. Tailored Professional Development Opportunities; and 1.4. Empowering and Delegating Responsibility; 2.) Analyze the extent of the improvement in productivity in the areas of performance evaluation in terms of: 2.1. Work Environment; 2.2. Employee Morale and Motivation; 2.3. Institutional Policies and Guidelines; and 2.4. Organizational Support and Resources 3) Evaluate the extent of the effects of individualized considerations on performance evaluation.

Methodology

This study utilized a descriptive quantitative research design to explore the features and functions of transformational leadership and its impact on school organizational culture (SOC) within educational institutions in the Philippines. Descriptive quantitative research focuses on systematically describing characteristics of a population or phenomenon by collecting and analyzing numerical data. According to Creswell (2014), a descriptive quantitative design allowed researchers to examine specific variables and relationships objectively, making it particularly suitable for studies aimed at understanding trends, behaviors, and patterns within educational institutions.

This approach was effective in measuring the extent to which transformational leadership features—such as charismatic leadership, intellectual stimulation, and individualized consideration practiced in school settings, as well as their perceived effects on teacher satisfaction, SOC, and educational outcomes. By administering standardized surveys to 100 respondents, the study captured a wide range of perspectives on transformational leadership and its impact, offering statistical evidence of the relationships among variables such as collaborative decision-making, trust, student engagement, and academic performance.

The descriptive quantitative design was highly relevant to this study's objectives, as it enabled a clear and structured examination of leadership practices, SOC indicators, and their interconnected effects on teacher and student outcomes. The reliance on numerical data was instrumental in presenting a concrete and detailed understanding of how transformational leadership shaped SOC in measurable terms. This

design also supported the use of statistical analyses, such as multiple regression analysis, to explore the strength and significance of these relationships, providing a solid foundation for a proposed model of leadership for educational settings. In addition to providing detailed insights into the research questions, descriptive quantitative research ensured that the findings were generalizable to other educational contexts in the Philippines. This generalizability was particularly relevant given the educational challenges faced by schools across the nation, from limited resources to varying levels of teacher preparedness. By generating quantifiable data on leadership features and SOC, this study contributed to a broader understanding of transformational leadership's role in fostering an environment conducive to both teacher and student success. The descriptive quantitative approach thus ensured that the research presented practical recommendations for leadership development and SOC improvement in educational settings.

Results and Discussion

This highlights the presentation, analysis, and interpretation of the research data that were gathered to provide systematic, valid, and reliable answers to the problems identified for this study.

1. Extent of Transformational Leadership practiced in individualized consideration

1.1 in terms of Personalized Mentorship and Coaching

In Table 1, the dataset presented strong empirical evidence underscoring the vital role of leadership in fostering professional development and mentorship among educators. With mean scores ranging from 4.40 to 4.50, and an overall mean of 4.45 on a 5-point Likert scale, the results indicate that respondents generally agree to strongly agree with the positive statements regarding their leaders' support. These consistently high means suggest a broad and favorable perception of leadership behaviors that are central to instructional leadership models.

Table 1
Extent of Transformational Leadership practiced in individualized consideration in terms of Personalized Mentorship and Coaching

Statement	Mean (M)	Standard Deviation (SD)	p-value
1. My leader provides me with individual guidance and mentorship to support my professional growth.	4.45	0.58	0.0019
2. My leader helps me identify my strengths and areas for improvement in my teaching practices.	4.50	0.55	0.0048
3. I receive personalized coaching from my leader to enhance my skills and competencies.	4.40	0.60	0.0037
4. My leader regularly checks on my progress and provides constructive feedback.	4.42	0.63	0.0030
5. My leader encourages open communication and trust in mentorship sessions.	4.48	0.57	< 0.001
Overall	4.45	0.59	< 0.001

The p-values, all below 0.005, with some less than 0.001, confirm that the responses are statistically significant. This means there is a very low probability that the results occurred by chance.

These results are likely reflective of real-world practices and perceptions. Such statistical significance is not just numerically compelling—it is educationally meaningful.

Moreover, teachers are the direct beneficiaries of a leadership style that promotes personalized coaching and frequent feedback. This aligns with findings by Kraft & Papay (2020), who emphasized that continuous, job-embedded support from leaders has a strong impact on teacher growth and classroom effectiveness. When mentorship is structured and personalized, as reflected in the positive perception of such practices in this study, it leads to higher job satisfaction and decreased attrition rates—a particularly important issue in post-pandemic education recovery.

Therefore, the significance of this study is both timely and foundational. It gives data-driven support for institutionalizing leadership models that prioritize mentorship, coaching, and open communication. As educational systems across the globe, including in the Philippines, continue to confront learning recovery challenges, such leadership practices can ensure that teacher professional development is not only sustainable but also contextually relevant and impactful.

1.2 in terms of Active Listening and Emotional Support

Table 2

Extent of Transformational Leadership practiced in individualized consideration in terms of Active Listening and Emotional Support

	Statement	Mean (M)	Standard Deviation (SD)	p-value
1.	My leader actively listens to my concerns and opinions without interruption.	4.55	0.53	< 0.001
2.	I feel comfortable sharing my thoughts with my leader, knowing they will be acknowledged.	4.50	0.56	0.0031
3.	My leader provides emotional support during challenging situations at work.	4.48	0.58	< 0.001
4.	My leader fosters a work environment that promotes psychological well-being.	4.43	0.60	0.0013
5.	I feel valued and respected when my leader engages in active listening.	4.50	0.54	0.0017
Overall		4.49	0.56	0.0043

The data presented in this table affirms a powerful narrative: leaders who practice active listening and provide emotional support significantly influence the psychological safety and professional satisfaction of their team members. The mean scores, ranging from 4.43 to 4.55, reflect a high level of agreement among respondents, with the overall mean score of 4.49 bordering on “Strongly Agree.” These high values indicate that educators perceive their leaders as empathetic listeners and emotionally supportive figures, both of which are critical leadership behaviors in fostering trust, collaboration, and resilience in educational environments.

Recent research supports these findings. For instance, a 2021 study by Weale et al. in *Educational Management Administration & Leadership* emphasized that leaders who demonstrate authentic listening and emotional availability are perceived as more trustworthy and competent. These behaviors, the study

notes, foster psychological well-being and job satisfaction—outcomes that are directly linked to sustained teacher engagement and reduced burnout.

For stakeholders, particularly school administrators, local education units, and training institutions, the implications are clear. Leadership training must move beyond administrative competencies and include emotional intelligence, active listening, and psychological safety as core components. Encouragingly, recent leadership models like the Human-Centered Leadership Framework advocate for precisely this shift—from transactional roles to transformational and empathetic leadership. The Department of Education (DepEd) in the Philippines has begun to recognize this through its School-Based Mental Health Programs, which recommend training school leaders in mental health first aid and empathetic communication (DepEd Order No. 21, s. 2021).

To conclude, this second data set reinforces and deepens our understanding of how emotionally intelligent and actively listening leaders create supportive, inclusive, and thriving educational communities. The statistically significant high scores in leadership emotional support point to a leadership paradigm that values the “human” aspect of education, not just results. These findings provide a compelling basis for restructuring leadership development frameworks across schools to include active listening, emotional intelligence, and mental wellness as central to educational success.

1.3 in terms of Tailored Professional Development Opportunities

Table 3
Extent of Transformational Leadership practiced in individualized consideration in terms of Tailored Professional Development Opportunities

Statement	Mean (M)	Standard Deviation (SD)	p-value
1. My leader provides opportunities for me to attend relevant workshops and training sessions.	4.42	0.61	0.0024
2. I receive professional development opportunities tailored to my needs and career goals.	4.38	0.63	0.0017
3. My leader encourages continuous learning and skill enhancement.	4.55	0.50	< 0.001
4. Training programs offered by my institution align with my professional aspirations.	4.32	0.65	0.0039
5. My leader actively supports my participation in further studies and career advancement.	4.50	0.52	0.0012
Overall	4.43	0.58	0.0047

The results reveal strong positive perceptions among respondents regarding the support they receive from their leaders in terms of professional development. The mean scores, ranging from 4.32 to 4.55, with an overall mean of 4.43, suggest consistent agreement that school leaders are providing opportunities for continuous learning, skill enhancement, and career advancement. The highest mean (M = 4.55) corresponds to the statement “My leader encourages continuous learning and skill enhancement,” emphasizing the critical role leaders play in fostering a growth-oriented school culture.

In the Philippine context, these findings also resonate with DepEd’s National Educators Academy of the Philippines (NEAP) transformation agenda, which underscores the importance of enabling school leaders to mentor and support their teaching staff through aligned and personalized learning programs.

DepEd Order No. 11, s. 2019 on the “Policy Guidelines on the Implementation of the Learning and Development Program” explicitly promotes structured career advancement and capacity-building tailored to educators’ needs—elements reflected in this dataset.

Finally, in terms of educational significance, this data supports the growing consensus that leadership is pivotal not just in managing schools, but in developing people. As emphasized in OECD’s 2021 Education Policy Outlook, leaders who invest in teacher development improve not only school effectiveness but also equity and inclusion. In the post-pandemic era, where adaptability, digital competency, and resilience are more essential than ever, leader-driven development initiatives ensure that schools remain responsive to evolving educational demands.

2. Extent of Transformational Leadership practiced in individualized consideration

2.1 in terms of Empowering and Delegating Responsibility

Table 4

Extent of Transformational Leadership practiced in individualized consideration in terms of Empowering and Delegating Responsibility

Statement	Mean (M)	Standard Deviation (SD)	p-value
1. My leader entrusts me with responsibilities that align with my skills and expertise.	4.50	0.55	< 0.001
2. I am given opportunities to make independent decisions in my work.	4.45	0.57	0.0012
3. My leader values my contributions to the institution's decision-making processes.	4.38	0.59	0.0028
4. I am encouraged to take on leadership roles in school initiatives and projects.	4.40	0.60	0.0035
5. My leader provides clear guidance while allowing autonomy in my responsibilities.	4.48	0.56	0.0010
Overall	4.44	0.57	0.0020

The findings strongly suggest that educational leaders are fostering a climate of empowerment and autonomy among their staff, with all mean scores falling between 4.38 and 4.50 and an overall average of 4.44. These high mean values indicate a positive perception of leadership practices that support teacher independence, decision-making involvement, and professional ownership.

Statement 16, which garnered the highest mean (M = 4.50), reflects that teachers feel trusted when assigned roles suited to their expertise—this is a foundational element of professional empowerment. This trust is crucial for motivation and performance, as validated by Wang and Ng (2020), who emphasize in their study published in *Educational Management Administration & Leadership* that teacher empowerment directly improves self-efficacy and institutional innovation.

In the Philippine setting, the significance is even more pronounced given the ongoing decentralization and increased emphasis on school-based management (SBM). Empowered teachers play

a vital role in decision-making and innovation at the school level, aligning with the principles of RA 9155 (Governance of Basic Education Act of 2001), which promotes shared governance and teacher agency.

In conclusion, the data offer compelling evidence of effective leadership practices that prioritize empowerment. These practices benefit not only individual educators but also enrich the institutional culture and improve student outcomes through more engaged, confident, and innovative teachers. Empowering educators is no longer an option but a necessity in shaping resilient, future-ready schools.

2.2 in terms of the Work Environment

The presented results reveal a highly positive perception of the work environment and institutional support among respondents. The mean scores, ranging from 4.38 to 4.50, reflect a general agreement that the conditions within their workplace are conducive to effective and satisfying professional practice.

Table 5
Extent of improving productivity in the areas of performance evaluation in terms of the Work Environment

Statement	Mean (M)	Standard Deviation (SD)	p-value
1. My work environment is conducive to productivity and efficiency.	4.42	0.60	0.0025
2. I have access to the necessary tools and resources to perform my tasks effectively.	4.38	0.63	0.0032
3. My institution provides a safe and comfortable working environment.	4.45	0.58	0.0018
4. The workplace promotes collaboration and teamwork among staff.	4.50	0.55	< 0.001
5. My leader ensures a positive and inclusive work culture.	4.48	0.57	0.0013
Overall	4.45	0.59	0.0020

The overall mean of 4.45 highlights a strong affirmation of the importance of environmental and cultural factors in shaping teacher experiences.

The highest-rated item, "The workplace promotes collaboration and teamwork among staff" (M = 4.50, SD = 0.55), signals a key strength in the institution's organizational climate. This suggests a deeply embedded culture of collegiality, which, as supported by Vanblaere & Devos (2020) in the *Educational Administration Quarterly*, significantly influences instructional improvement and collective efficacy.

The Department of Education (DepEd) in the Philippines has long recognized the critical role of the working environment in shaping educational quality, as outlined in DepEd Order No. 40, s. 2012 (Child Protection Policy) and DepEd Memorandum No. 20, s. 2021, which both emphasize safe and inclusive school culture. The current results align with these goals, showing that school-level implementation of such policies is being perceived positively by educators.

In terms of educational significance, the data affirms that fostering an environment that is inclusive, safe, well-resourced, and collaborative not only boosts teacher morale but also enhances the organizational capacity for student learning and institutional reform. Fullan (2020) highlights in his work on system transformation that the learning environment for teachers must mirror the learning environment we seek to provide for students: one that is inclusive, growth-oriented, and adequately supported.

To conclude, the study presents compelling evidence that work environment factors—especially those related to physical resources, collegiality, and institutional support—play a pivotal role in shaping

positive teacher experiences and outcomes. These insights serve as a blueprint for school administrators and education leaders seeking to create thriving institutions through the empowerment and support of their teaching staff.

2.3 in terms of Employee Morale and Motivation

Table 6
Extent of improving productivity in the areas of performance evaluation in terms of Employee Morale and Motivation

Statement	Mean (M)	Standard Deviation (SD)	p-value
1. I feel motivated to perform at my best in my current role.	4.40	0.62	0.0034
2. My leader recognizes and appreciates my efforts and achievements.	4.50	0.55	< 0.001
3. The institution provides incentives or rewards that boost employee morale.	4.30	0.65	0.0041
4. I am encouraged to take on new challenges and professional responsibilities.	4.42	0.60	0.0025
5. Leadership initiatives contribute to a positive and motivated work culture.	4.45	0.58	0.0018
Overall	4.41	0.60	0.0024

The findings in this dataset highlighted the essential role of recognition, motivation, and leadership-driven culture in cultivating a thriving work environment within educational institutions. The mean scores, which range from 4.30 to 4.50, suggest a broadly favorable perception of motivational dynamics and recognition systems among respondents, with an overall mean of 4.41 indicating a consistent affirmation of agreement.

The importance of leadership in motivating educational professionals is reinforced by Carless and Mann’s (2021) findings, which show that transformational leadership behaviors (like intellectual stimulation, recognition, and individualized support) directly correlate with motivation and job engagement among teachers. These results echo that notion—educators feel uplifted and empowered when their contributions are recognized and when they are encouraged to grow beyond their current roles.

In summary, this data set affirms that while leaders in the educational setting are largely successful in inspiring and recognizing their staff, there remains room for growth in institutional reward systems and morale-boosting programs. Stakeholders would do well to maintain and expand efforts that validate the professional contributions of educators—whether through simple appreciation or more structured incentives.

2.4 in terms of Institutional Policies and Guidelines

The data reflect a general agreement among respondents regarding the clarity, fairness, and effectiveness of institutional policies and performance evaluation procedures within their educational setting. The mean scores, all between 4.30 and 4.42, along with an overall mean of 4.37, indicate a positive perception, suggesting that the policies in place are largely viewed as supportive frameworks that enhance professional accountability and growth.

The highest-rated statement, "My leader ensures that institutional guidelines are communicated effectively" (M = 4.42, SD = 0.62), underscores the critical role that communication plays in the implementation of policies.

Table 7
 Extent of improving productivity in the areas of performance evaluation in terms of Institutional Policies and Guidelines

Statement	Mean (M)	Standard Deviation (SD)	p-value
1. My institution has clear policies and guidelines regarding performance evaluation.	4.35	0.64	0.0038
2. The institution ensures fair and transparent implementation of policies.	4.38	0.60	0.0029
3. Policies are regularly reviewed and updated to meet the needs of faculty and staff.	4.30	0.67	0.0044
4. My leader ensures that institutional guidelines are communicated effectively.	4.42	0.62	0.0025
5. Performance evaluation policies support professional growth and career development.	4.40	0.61	0.0031
Overall	4.37	0.63	0.0033

Effective communication ensures that faculty and staff are well-informed, which in turn promotes adherence and reduces uncertainty—an observation supported by Ali et al. (2021) in the *Journal of Educational Administration*, who emphasize communication clarity as a cornerstone for effective policy enactment in educational institutions.

In conclusion, this study confirms that clear policies, transparent and fair implementation, effective communication, and ongoing policy refinement are integral to sustaining professional development and accountability in education.

2.5 in terms of Organizational Support and Resource

The data present a consistent agreement among respondents that their institution provides adequate support and resource allocation necessary for effective faculty performance. The mean scores, ranging from 4.28 to 4.40, with an overall mean of 4.34, reflect a generally positive perception that institutional backing—material, financial, and administrative—is present and functional.

More so, the highest-rated statement, "Faculty members receive adequate administrative support in their roles" (M = 4.40, SD = 0.60), highlights the importance of administrative infrastructure in facilitating faculty work. Administrative support is often an underrated yet crucial factor influencing educators' ability to focus on teaching and academic responsibilities. This resonates with findings from Santos et al. (2021), who emphasize that efficient administrative support in higher education significantly reduces faculty workload stress and enhances job satisfaction.

In conclusion, the positive perceptions regarding institutional resources and support affirm a foundational pillar for faculty effectiveness. However, continued attention to financial and logistical backing, coupled with transparent leadership in resource distribution, remains essential to sustain and

enhance educational quality and faculty satisfaction. Stakeholders must prioritize strategic resource management as a key component of institutional success and long-term sustainability.

Table 8
Extent of improving productivity in the areas of performance evaluation in terms of Organizational Support and Resources

Statement	Mean (M)	Standard Deviation (SD)	p-value
1. The institution provides sufficient resources for faculty to perform their duties effectively.	4.30	0.65	0.0042
2. Leadership ensures that faculty have access to training and development resources.	4.35	0.63	0.0036
3. My institution provides financial and logistical support for academic initiatives.	4.28	0.66	0.0047
4. Faculty members receive adequate administrative support in their roles.	4.40	0.60	0.0029
5. My leader ensures that institutional resources are allocated fairly and efficiently.	4.38	0.61	0.0031
Overall	4.34	0.63	0.0037

3. Effects of Individualized Consideration on Performance Evaluation

Table 9
Effects of Individualized Consideration on Performance Evaluation

Predictor	Coefficient (B)	Standard Error	t-value	p-value	95% Confidence Interval
Intercept	-0.7714	1.061	-0.727	0.471	(-2.908, 1.365)
Mentorship & Coaching	0.6021	0.107	5.650	<0.001	(0.387, 0.817)
Feedback & Listening	0.0915	0.125	0.731	0.469	(-0.161, 0.344)
Professional Development	0.3837	0.099	3.864	<0.001	(0.184, 0.584)
Delegation & Empowerment	0.1048	0.120	0.875	0.386	(-0.136, 0.346)

The findings in Table 9 examine the effects of individualized consideration on performance evaluation, revealing that mentorship and coaching ($B = 0.602$, $p < 0.001$) and professional development ($B = 0.384$, $p < 0.001$) are the strongest predictors of performance evaluation outcomes. The R-squared value of 0.503 indicates that 50.3% of the variance in performance evaluation can be explained by the four predictors, signifying a moderate model fit. The F-statistic of 11.40 ($p < 0.001$) confirms the model’s overall statistical significance, demonstrating that individualized consideration plays a crucial role in shaping performance evaluation outcomes.

The study confirmed that individualized consideration significantly impacts performance evaluation outcomes, with mentorship and professional development emerging as the strongest predictors. While feedback and delegation remain valuable leadership strategies, their direct influence on

performance evaluation is less significant than structured mentorship and career growth initiatives. By strengthening mentorship programs, expanding professional development opportunities, and embedding leadership-driven support mechanisms, institutions can maximize employee performance, engagement, and long-term organizational success.

4. Transformational Leadership Model for Enhancing School Organizational Culture and Educational Outcomes in the Philippines

Table 10
Transformational Leadership Model for Enhancing School Organizational Culture and Educational Outcomes

Component	Objectives	Implementation Mechanics	Stakeholders	Indicators of Success
Personalized Mentorship and Coaching	Support individualized teacher growth and instructional excellence	One-on-one mentoring, peer networks, coaching programs, and structured feedback	School Heads, Teachers	Higher engagement, improved teaching evaluations, and retention
Active Listening and Emotional Support	Foster a supportive and trust-based school climate	Consultation forums, EI training, wellness programs, open-door policy	Administrators, Counselors, HR	Increased faculty satisfaction, reduced burnout, and participation in decisions
Tailored Professional Development	Equip teachers with relevant skills and global competencies	Needs-based training, funding for studies, tech integration, and collaborations	Leadership Team, Faculty Development	Higher training participation, improved instructional innovation, and competency scores.
Empowerment and Delegation	Build shared governance and teacher leadership	Delegation, teacher-led projects, recognition, participatory policy	School Heads, Faculty, Governance Council	Increased teacher leadership, innovation, morale, and retention

Conclusion

Transformational leadership, particularly through individualized consideration, is strongly practiced among school leaders in local colleges and universities in Manila. Leaders who engage in personalized mentorship, active listening, and emotional support create a school culture characterized by trust, collaboration, and professional growth. High mean ratings across leadership practices reveal that faculty members perceive their administrators as supportive and approachable, contributing to enhanced motivation and instructional performance. Furthermore, tailored professional development and faculty empowerment were viewed positively, indicating that transformational leadership encourages continuous learning and participation in decision-making. However, the results also suggest that structured career development and leadership delegation should be further strengthened to provide equitable opportunities and sustain engagement across all faculty levels.

The study also demonstrated that mentorship and professional development are the strongest predictors of faculty performance outcomes, underscoring the importance of coaching and continuous capacity-building in educational leadership. A positive work environment and high employee morale were found to significantly influence productivity, while areas such as institutional policies, organizational support, and resource allocation require improvement to sustain long-term effectiveness. Based on these insights, a Transformational Leadership Model is proposed to further enhance school organizational culture and institutional outcomes. This model emphasizes structured mentorship programs, continuous professional development, participatory governance, empowerment, and strategic resource management, all of which are essential in fostering a resilient, motivated, and high-performing academic community within Philippine higher education institutions.

Recommendations

It is recommended that educational institutions strengthen mentorship and coaching programs by establishing structured initiatives that promote personalized guidance and continuous professional growth. Leaders should enhance active listening and emotional support mechanisms through open communication, feedback systems, and emotional intelligence training to cultivate a supportive organizational culture. Expanding faculty professional development opportunities aligned with career goals, research productivity, and leadership potential is essential, alongside fostering faculty empowerment and participatory governance to encourage involvement in institutional decision-making. Improving the work environment and faculty morale through recognition programs, wellness initiatives, and equitable incentives will further enhance engagement and performance. Institutions are also encouraged to review and refine policies and guidelines regularly to ensure fairness, transparency, and alignment with institutional goals, while strengthening organizational support and resource allocation to provide faculty with equitable access to teaching and research materials. Finally, the development and implementation of a Transformational Leadership Model centered on mentorship, professional learning, empowerment, and strategic resource management is recommended to promote innovation, collaboration, and sustainable excellence in Philippine higher education.

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