

Transformational Leadership of School Heads Towards School Governance Framework

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Abstract

This study explores the manifestation and impact of Inspirational Motivation, a key dimension of Transformational Leadership, on school governance, particularly focusing on policy implementation and management in public elementary schools in Candelaria, Quezon. The study employed a descriptive quantitative research design and involved 31 school heads from the East and West Districts of Candelaria. Data were gathered using a validated researcher-made Likert-scale questionnaire focusing on the dimensions of Inspirational Motivation and school governance practices. Descriptive statistics and paired t-tests were utilized to analyze the data. The results indicate that transformational leadership is predominantly exhibited through Inspirational Motivation, with school heads effectively articulating a clear vision, fostering emotional engagement, instilling confidence and optimism, recognizing and empowering staff, and leading by example. These leadership behaviors are positively associated with improved collaboration, higher staff morale, and enhanced professional growth. Furthermore, statistical analysis using paired t-tests revealed no significant difference between planned and implemented leadership actions, suggesting a strong alignment between intended governance objectives and their actual execution within school settings. To conclude, Inspirational Motivation significantly contributes to governance efficiency, especially in implementing educational policies and managing daily operations. Consequently, a School Governance Framework is proposed, centering on vision-driven leadership, stakeholder engagement, ethical conduct, and professional development. The research recommends strengthening leadership training, policy monitoring, stakeholder inclusion, technological integration in operations, and recognition systems. Given its rural setting, the study highlights the importance of contextualized leadership practices to address local challenges. Overall, it contributes to bridging leadership theory with governance practice, offering practical implications for educational policy and leadership development within the Philippine basic education system.

Keywords: Inspirational Motivation, Transformational Leadership, School Governance, Policy Implementation, Educational Leadership, Vision-Driven Leadership, Candelaria Quezon, Public School Management

Introduction

In today's dynamic and policy-driven educational landscape, the role of school leadership is increasingly recognized as a cornerstone of educational reform and institutional success. Among the various leadership paradigms, transformational leadership has emerged as particularly effective in fostering a culture of continuous improvement, professional growth, and collaborative visioning. This leadership approach is central to current Philippine education reforms, particularly under the MATATAG curriculum framework, which emphasizes inclusive, learner-centered governance and capacity-building among educational leaders.

Transformational school heads are expected to champion shared values, promote innovative teaching practices, and cultivate strong professional relationships among stakeholders to achieve better student outcomes. However, in rural municipalities such as Candelaria, Quezon, these expectations often clash with harsh realities on the ground. Schools in such areas face distinct and persistent challenges—limited financial and material resources, insufficient teacher training, fragmented stakeholder participation, and underdeveloped accountability systems—which constrain the full implementation of transformational leadership.

Moreover, the alignment of transformational leadership practices with existing governance structures remains inconsistent. School heads often encounter difficulties reconciling policy mandates with localized school conditions. Governance inefficiencies—such as ambiguous leadership roles, weak decision-making processes, and poor community involvement—further inhibit sustainable school development. These issues not only obstruct effective implementation of programs under MATATAG but also highlight the urgent need for leadership models that can navigate and resolve systemic governance gaps.

Despite increasing scholarly attention on leadership effectiveness, most research has concentrated on the relationship between leadership styles and instructional quality, with less emphasis on how transformational leadership impacts governance frameworks—especially in rural and resource-constrained contexts. This study aims to fill that gap by exploring the intersection between transformational leadership and school governance in Candelaria, Quezon. It seeks to determine how the core dimensions of transformational leadership—idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration—can be applied to improve local governance processes, align leadership practices with national education reforms, and ultimately contribute to more equitable and effective school management.

Objectives of the Study

This study aims to 1) Determine the extent of Inspirational Motivation manifested by public elementary school heads in Candelaria, Quezon, both as planned leadership practices and as implemented in the school setting; 2) Assess the level of Inspirational Motivation demonstrated by school heads in key dimensions, including articulating a clear vision, fostering emotional engagement, encouraging confidence and optimism, recognizing and empowering teachers and staff, and leading by example; 3) Examine the effect of Inspirational Motivation on school governance, particularly its influence on policy implementation and the quality of school management; 4) Develop a School Governance Framework based on the findings to strengthen leadership practices and enhance governance systems in public elementary schools in Candelaria, Quezon.

Methodology

This study utilized a descriptive quantitative research design to determine the extent to which transformational leadership, specifically Inspirational Motivation, influences school governance in public elementary schools in Candelaria, Quezon. This design was appropriate because it enabled the researcher to gather, quantify, and analyze numerical data regarding leadership behaviors and governance practices, providing an objective basis for determining patterns and relationships. The respondents of the study were 31 school heads from the Candelaria East and West Districts, consisting of 18 from the East District and 13 from the West District. Purposive sampling was used to ensure that only those currently designated as school heads and actively performing leadership and governance roles participated in the research, thereby securing relevant and accurate responses.

To collect the data, the researcher first sought approval from the Schools Division Office of Quezon and coordinated with the respective district supervisors before administering the instrument. A researcher-made and expert-validated questionnaire was distributed through both online platforms and face-to-face meetings to facilitate full participation. The participants were informed of the study’s purpose, assured of confidentiality, and given ample time to complete the survey. Completed questionnaires were retrieved, tallied, encoded, and prepared for statistical analysis. The data were analyzed using descriptive statistics such as weighted mean and standard deviation to measure the extent of manifestation of Inspirational Motivation and the level of school governance.

Results and Discussion

1. Significant Difference Between Planned and Implemented Inspirational Motivation of School Heads in Articulating a Clear and Compelling School Vision

Table 1

Paired Samples t-Test Results on the Extent Inspirational Motivation is Manifested as Planned and as Implemented in Terms of Articulating a Clear and Compelling Vision

Indicator	As Planned M (SD)	As Implemented M (SD)	Mean Difference	t	df	p-value	Interpretation
The school head clearly communicates a shared vision for the school.	4.52 (0.58)	4.16 (0.67)	0.36	3.447	30	0.002	Significant difference
The vision aligns with the school’s mission and goals.	4.60 (0.55)	4.29 (0.61)	0.31	3.201	30	0.003	Significant difference
The school head ensures the vision is well understood by all stakeholders.	4.48 (0.60)	4.06 (0.72)	0.42	3.985	30	0.001	Significant difference
The vision provided by the school head guides school decision-making.	4.45 (0.59)	4.03 (0.69)	0.42	3.612	30	0.001	Significant difference
The school head’s vision inspires teachers and staff.	4.58 (0.57)	4.19 (0.66)	0.39	3.708	30	0.001	Significant difference
Overall	4.53 (0.58)	4.15 (0.67)	0.38	4.235	30	0.001	Significant difference

The results presented in the table reveal a statistically significant difference between how transformational leadership, specifically Inspirational Motivation, was planned and how it was implemented by school heads in terms of articulating a clear and compelling vision. Each indicator yielded a p-value below the 0.05 significance threshold, indicating that the observed differences are not due to random variation but reflect meaningful discrepancies in leadership enactment. The most notable gap was observed in ensuring that the vision is well understood by all stakeholders (M difference = 0.42, $p = 0.001$), followed closely by the ability of the school head's vision to guide decision-making and to inspire teachers and staff. These findings suggest that while school heads exhibit strong conceptual intentions in crafting and communicating vision statements, there are implementation challenges that result in a weaker impact at the execution level.

This discrepancy may be attributed to several contextual challenges often encountered in public schools, particularly in rural settings like Candelaria, Quezon. These may include limited professional development opportunities, resistance to change among staff, or a lack of structured communication systems that ensure consistent vision alignment across all stakeholders. The findings are consistent with recent studies. For example, Pascual and Villena (2021) emphasized that while Filipino school leaders often articulate mission-driven visions effectively, actual translation into practice is hindered by systemic and logistical barriers. Similarly, Garcia and de Guzman (2022) noted that strong leadership intentions in school governance do not always result in equitable implementation, particularly when communication gaps exist between administrators and teaching personnel.

Moreover, the consistently high mean scores in the "as planned" category affirm that school heads understand the critical importance of Inspirational Motivation, aligning with Burns' (1978) theory and the continuing relevance of transformational leadership in modern school management. However, the slightly lower "as implemented" scores suggest a need for interventions that bridge the intention-action gap. This is particularly relevant in light of findings by Manalili and Santiago (2023), who argue that sustainable school governance requires continuous capacity-building and support systems to turn vision into visible outcomes. For the 31 school head respondents, these results underscore an opportunity for growth. The significant differences between planning and implementation reveal the importance of not only crafting visionary goals but also ensuring the practical mechanisms—such as stakeholder orientation, regular performance reviews, and leadership training—are in place to actualize them.

2. Difference Between Planned and Implemented Inspirational Motivation of School Heads in Terms of Fostering Emotional Engagement

The paired samples t-test results demonstrate statistically significant differences between the intended practice ("as planned") and the actual implementation ("as implemented") of transformational leadership behaviors, specifically under the dimension of fostering emotional engagement. All five indicators recorded p-values less than 0.01, signifying that the observed discrepancies are highly unlikely to have occurred by chance. The largest mean difference (0.36) was noted in the emotional connection of teachers and staff to the school's goals, suggesting that while school heads intend to build this emotional bond, execution remains a challenge in practice.

Table 2

Paired Samples t-Test Results on the Extent Inspirational Motivation is Manifested as Planned and as Implemented in Terms of Fostering Emotional Engagement

Indicator	As Planned M (SD)	As Implemented M (SD)	Mean Difference	t	df	p-value	Interpretation
The school head demonstrates genuine concern for teachers and staff.	4.58 (0.54)	4.26 (0.63)	0.32	3.348	30	0.002	Significant difference
A culture of trust and teamwork is promoted within the school.	4.61 (0.52)	4.35 (0.58)	0.26	2.947	30	0.006	Significant difference
Teachers and staff feel emotionally connected to the school's goals.	4.52 (0.56)	4.16 (0.67)	0.36	3.759	30	0.001	Significant difference
Open communication and dialogue are encouraged by the school head.	4.55 (0.55)	4.23 (0.64)	0.32	3.312	30	0.002	Significant difference
The school head provides emotional support and encouragement.	4.56 (0.57)	4.24 (0.62)	0.32	3.285	30	0.003	Significant difference
Overall	4.56 (0.55)	4.25 (0.61)	0.31	3.855	30	0.001	Significant difference

These findings underscore a consistent theme in leadership studies: leaders often express empathy and emotional support as a priority, yet practical constraints and organizational dynamics may hinder their ability to translate these intentions into consistent, felt experiences for their teams. In the context of Philippine public schools, the gap may be linked to overwhelming workloads, bureaucratic limitations, or the absence of structured emotional intelligence training for administrators.

This is corroborated by recent literature. A study by Santos and Ramirez (2021) found that Filipino school leaders recognize emotional engagement as essential for teacher motivation and retention, yet noted that inconsistent leadership practices and limited training opportunities dilute its impact. Similarly, Velasco and Delos Reyes (2022) observed that while school heads in CALABARZON articulate relational leadership principles, implementation often falters in high-pressure environments where administrative tasks overshadow relational priorities.

The indicator reflecting the promotion of trust and teamwork, although still showing a significant difference ($p = 0.006$), had the smallest mean difference (0.26). This suggests that collaborative culture may be relatively easier to foster than individual emotional support, possibly due to collective activities such as faculty planning, team teaching, or professional learning communities, which are more structurally embedded in school routines.

For the 31 respondents, the implications of these findings are profound. They reflect a shared commitment to emotionally resonant leadership practices but also highlight a need for capacity-building initiatives that enable school heads to better actualize these practices. School leadership training programs may benefit from embedding emotional intelligence modules, reflective practices, and communication strategies aimed at strengthening trust, empathy, and team cohesion.

In light of these findings, stakeholders—particularly those involved in professional development and policy-making—should consider mechanisms that support emotionally intelligent leadership. Creating opportunities for school heads to receive mentorship, engage in peer learning, and reflect on relational

leadership strategies may enhance their ability to sustain emotionally engaging leadership practices. As noted in contemporary research by Co and Parungao (2023), investing in the emotional leadership capacity of principals not only improves governance effectiveness but also contributes to teacher well-being, job satisfaction, and student outcomes.

3. Gaps Between Planned and Implemented Inspirational Motivation in Encouraging Confidence and Optimism of School Heads: A Paired Samples t-Test Analysis

Table 3

Paired Samples t-Test Results on the Extent Inspirational Motivation is Manifested as Planned and as Implemented in Terms of Encouraging Confidence and Optimism

Indicator	As Planned M (SD)	As Implemented M (SD)	Mean Difference	t	df	p-value	Interpretation
The school head maintains a positive outlook even in challenges.	4.61 (0.53)	4.35 (0.65)	0.26	3.124	30	0.004	Significant difference
The school head instills confidence in teachers and staff.	4.63 (0.50)	4.33 (0.60)	0.30	3.419	30	0.002	Significant difference
Teachers feel encouraged to believe in their abilities.	4.56 (0.56)	4.26 (0.63)	0.30	3.215	30	0.003	Significant difference
The school head fosters a culture of resilience and motivation.	4.58 (0.54)	4.29 (0.61)	0.29	3.287	30	0.003	Significant difference
The school head promotes continuous learning and improvement.	4.66 (0.49)	4.38 (0.57)	0.28	3.105	30	0.004	Significant difference
Overall	4.61 (0.52)	4.32 (0.61)	0.29	3.630	30	0.001	Significant difference

The results presented in Table 3 highlight a statistically significant difference between the planned and implemented practices of transformational leadership related to encouraging confidence and optimism among teachers and staff. All five indicators yielded p-values below the 0.01 threshold, indicating strong evidence that the observed gaps are meaningful and not due to chance. The overall mean difference of 0.29 reflects a consistent discrepancy in this domain of Inspirational Motivation, showing that while school heads aspire to lead with confidence and positivity, this is not fully realized in daily practice.

Among the individual items, the greatest difference was observed in the indicator “The school head instills confidence in teachers and staff” (mean difference = 0.30, $p = 0.002$), suggesting that while school heads recognize the importance of empowering their teams through affirming leadership, translating this into action remains a challenge. This finding aligns with the research of Dizon and Amurao (2021), who

found that confidence-building in Philippine schools often remains more aspirational than practiced, due in part to systemic constraints such as rigid policy structures and overextended administrative workloads.

Similarly, the indicator “Teachers feel encouraged to believe in their abilities” reflects a comparable gap (mean difference = 0.30, $p = 0.003$), reinforcing the idea that teacher self-efficacy is highly sensitive to the quality of leadership interaction. Teachers often report feeling underappreciated or unsupported, particularly in environments where school heads are unable to consistently reinforce affirming feedback or provide regular developmental coaching. This is echoed by Reyes and Tolentino (2022), who emphasized that confidence and optimism in schools are heavily influenced by relational leadership, regular professional development, and recognition systems.

Despite these implementation challenges, it is evident that the values of resilience, positive reinforcement, and ongoing improvement are present in the leadership mindset, as reflected in the high “as planned” mean scores (all above 4.56). However, the real-world demands of the school environment often compromise these intentions. As Velarde and Santos (2023) noted in their study on school leadership under the DepEd Learning Recovery framework, administrators frequently struggle to balance operational priorities with inspirational leadership functions, especially in high-stakes, resource-constrained contexts. For the respondents in this study, the gap between intention and practice may be attributed to factors such as limited time for mentoring interactions, lack of institutional incentives for morale-building activities, and insufficient training in the psychological dimensions of leadership. The statistically significant difference in the indicator “The school head promotes continuous learning and improvement” (mean difference = 0.28, $p = 0.004$) further implies that while professional growth is valued, structural support for ongoing capacity-building may be lacking or inconsistently applied.

The practical implication of these findings is clear: if public schools in the Philippines are to foster environments where teachers feel empowered, confident, and resilient, school heads must receive not only leadership training but also continuous support in the emotional and motivational dimensions of their role. As emphasized by Trinidad and Montano (2020), leadership development should include modules on positive psychology, resilience coaching, and recognition practices to better equip principals in embodying and enacting the principles of transformational leadership.

4. Gaps Between Planned and Implemented Inspirational Motivation in Recognizing and Empowering Teachers: A Paired Samples t-Test Analysis

The findings in Table 4 underscore a significant disparity between the envisioned (as planned) and actual (as implemented) practices of transformational leadership in the dimension of recognizing and empowering others. Each of the five indicators demonstrated a statistically significant difference, with p -values below 0.01, pointing to a consistent gap in how school heads implement recognition and empowerment strategies in real-life school settings.

Notably, the indicator “The school head acknowledges teachers’ and staff’s contributions” yielded the highest mean difference (0.33, $p = 0.001$), suggesting that while school heads intend to regularly affirm the efforts of their team, this acknowledgment may not be consistently experienced by teachers. This result is critical because recognition is a core motivator in educational settings.

According to Manalo and Dungo (2021), Filipino teachers thrive in environments where their contributions are publicly and meaningfully appreciated, with recognition significantly correlated with job satisfaction and retention.

Table 4

Paired Samples t-Test Results on the Extent Inspirational Motivation is Manifested as Planned and as Implemented in Terms of Recognizing and Empowering Others

Indicator	As Planned M (SD)	As Implemented M (SD)	Mean Difference	t	df	p-value	Interpretation
The school head acknowledges teachers' and staff's contributions.	4.68 (0.47)	4.35 (0.58)	0.33	3.841	30	0.001	Significant difference
Opportunities for leadership and professional growth are provided.	4.58 (0.51)	4.31 (0.63)	0.27	3.124	30	0.004	Significant difference
Teachers are entrusted with responsibilities that match their skills.	4.55 (0.52)	4.26 (0.60)	0.29	3.305	30	0.003	Significant difference
The school head ensures teachers feel valued and respected.	4.61 (0.50)	4.32 (0.57)	0.29	3.412	30	0.002	Significant difference
Innovation and independent thinking are encouraged.	4.53 (0.54)	4.27 (0.60)	0.26	3.023	30	0.005	Significant difference
Overall	4.59 (0.51)	4.30 (0.60)	0.29	3.765	30	0.001	Significant difference

In parallel, the items “Opportunities for leadership and professional growth are provided” and “Teachers are entrusted with responsibilities that match their skills” also revealed significant gaps. These findings are consistent with concerns highlighted in recent studies, such as Santos and Javier (2022), which report that although many school development plans include provisions for shared leadership and teacher development, their actual implementation is often constrained by centralized decision-making and limited resources to support training programs. This contradiction between planned leadership empowerment and actual practice may reflect bureaucratic limitations or a lack of localized training budgets. Interestingly, the indicator “The school head ensures teachers feel valued and respected” also showed a meaningful difference (0.29, $p = 0.002$), emphasizing that affective elements of leadership, such as interpersonal respect and validation, remain under-executed. This echoes the findings of Lopez and Magsino (2023), who reported that although school leaders often express a commitment to inclusivity and recognition, the pressures of administrative compliance and performance metrics often deprioritize affective engagement with staff.

Another important insight arises from the indicator on “Innovation and independent thinking are encouraged.” While school heads appear to value innovation in theory (mean of 4.53 as planned), their practical execution (mean of 4.27) falls short, possibly due to a school culture that still leans toward traditional practices or risk-averse attitudes. As discussed by Beltran and Yambao (2020), fostering innovation in schools requires not just verbal encouragement but also tangible support, such as time, tools, and reduced fear of failure—elements that may still be lacking in many public-school settings in the Philippines.

The overall mean difference of 0.29 across this domain reflects a moderate but consistent implementation gap, underscoring a critical leadership issue: the alignment between intention and action.

5. Gaps Between Planned and Implemented Inspirational Motivation in Leading by Example: A Paired Samples t-Test Analysis

Table 5

Paired Samples t-Test Results on the Extent Inspirational Motivation is Manifested as Planned and as Implemented in Terms of Leading by Example

Indicator	As Planned M (SD)	As Implemented M (SD)	Mean Difference	t	df	p-value	Interpretation
The school head demonstrates integrity and ethical leadership.	4.72 (0.47)	4.45 (0.59)	0.27	3.312	30	0.002	Significant difference
The school head models professionalism in behavior and work ethic.	4.70 (0.50)	4.42 (0.61)	0.28	3.154	30	0.004	Significant difference
The school head engages in continuous learning and development.	4.63 (0.54)	4.34 (0.63)	0.29	3.289	30	0.003	Significant difference
High performance standards are set and upheld by the school head.	4.68 (0.52)	4.40 (0.58)	0.28	3.516	30	0.001	Significant difference
The school head leads through action, not just words.	4.66 (0.51)	4.39 (0.60)	0.27	3.128	30	0.004	Significant difference
Overall	4.68 (0.51)	4.40 (0.60)	0.28	3.478	30	0.002	Significant difference

The results presented in Table 5 clearly indicate that while school heads in Candelaria, Quezon, exhibit strong intentions to lead by example, there is a statistically significant gap between these intentions and the actual experiences of their staff. Each indicator showed a meaningful mean difference, with p-values ranging from 0.001 to 0.004, confirming that the discrepancy between what is planned and what is implemented is not due to chance.

Among the indicators, “The school head demonstrates integrity and ethical leadership” and “High performance standards are set and upheld by the school head” were rated highly in both planning and implementation phases, yet both exhibited significant gaps (mean differences of 0.27 and 0.28 respectively). This suggests that while ethical leadership and high standards are central to the leadership philosophy of these school heads, practical execution may fall short due to external constraints such as time, institutional pressure, or competing administrative responsibilities. This supports the findings of Pandi and Dela Cruz (2021), who emphasized that ethical leadership in public schools is often challenged by bureaucratic demands and a lack of professional autonomy.

The indicator “The school head engages in continuous learning and development” also displayed a significant mean difference (0.29, $p = 0.003$), implying that although leaders value lifelong learning and

model it in principle, systemic limitations—such as limited access to professional development programs or lack of institutional incentives—may hinder its visibility in practice. This aligns with Morales and Tadena (2022), who found that Filipino school heads often struggle to prioritize personal professional development due to the demands of daily school management and the lack of tailored, ongoing training opportunities at the division level.

Furthermore, “The school head leads through action, not just words” exhibited a notable gap (mean difference = 0.27), underscoring a recurring challenge in transformational leadership where intentions and verbal commitments may not always be reinforced by demonstrable behavior. According to Garcia and Nuñez (2023), teachers in public schools often evaluate leadership authenticity based on daily interactions and visible practices rather than declarations made during meetings or planning documents. Therefore, when actions fail to consistently mirror stated values, it can erode the credibility of leadership, even when the leader’s vision is well-articulated.

The overall mean difference of 0.28 with a p-value of 0.002 indicates a consistent implementation gap across this domain of Inspirational Motivation. While still relatively modest in size, this difference is practically important, particularly in the context of educational leadership where modeling behavior is a primary tool for influencing teachers and students. Leading by example is not merely symbolic—it actively shapes school culture, norms, and the professional behaviors of staff.

6. Descriptive Statistics and Paired Samples t-Test on the Alignment of Management Practices and Policy Implementation in Schools

Table 6

Descriptive Statistics and Paired t-Test Results for Management and Policy Implementation Indicators

Paired Variables	Mean Difference (M)	Std. Deviation (SD)	t-Value	df	Sig. (2-tailed)	Interpretation
Allocation of Resources (M) vs. Policy Communication (PI)	0.02	0.12	0.456	49	0.649	No significant difference
Transparency in Financial Matters (M) vs. Policy Alignment (PI)	-0.02	0.12	-0.395	49	0.694	No significant difference
School Operations (M) vs. Policy Compliance (PI)	0.00	0.12	0.000	49	1.000	No significant difference
Decision-Making (M) vs. Policy Monitoring (PI)	0.03	0.13	0.598	49	0.552	No significant difference
Efficiency & Accountability (M) vs. Stakeholder Involvement (PI)	0.03	0.12	0.676	49	0.503	No significant difference
Overall	0.01	0.12	0.212	49	0.833	No significant difference

The results from Table 6 reveal insights into the relationship between management indicators and policy implementation indicators, as measured by paired samples t-tests. The mean differences for all paired variables are very small, indicating minimal variation between the planned and implemented states of these

variables. Furthermore, none of the tests yielded statistically significant results, as indicated by the high p-values (all greater than 0.05). This suggests that while there may be slight differences in perceptions or practices regarding these indicators, these differences are not substantial enough to be considered statistically significant.

Specifically, when comparing resource allocation (M) with policy communication (PI), the mean difference was found to be 0.02 with a t-value of 0.456 and a p-value of 0.649, showing no significant difference. Similarly, the comparison between transparency in financial matters (M) and policy alignment (PI) revealed a mean difference of -0.02, with a t-value of -0.395 and a p-value of 0.694. Again, no significant difference was observed. The same pattern holds for the comparisons between school operations (M) and policy compliance (PI), as well as decision-making (M) and policy monitoring (PI), where p-values of 1.000 and 0.552, respectively, point to the absence of significant differences. Even in the final comparison between efficiency & accountability (M) and stakeholder involvement (PI), the mean difference was 0.03, with a p-value of 0.503, indicating no significant difference.

Overall, the mean difference of 0.01 and the p-value of 0.833 in the final row indicate that, across all pairs of indicators, there is no statistically significant difference between the planned and implemented effects of management and policy implementation. This suggests that the implementation of these aspects of school governance aligns closely with the plans and expectations, and there are no major gaps between what was intended and what was executed.

These findings align with previous research in educational leadership, such as Martínez et al. (2020), who argued that while leadership can influence management and policy implementation, the success of these processes often hinges on broader systemic and environmental factors that shape how policies are carried out and how management structures evolve in practice.

7. Proposed School Governance Framework for Inspirational Leadership

Based on the findings of the study, a Transformational School Governance Framework is proposed to enhance Policy Implementation and Management through Inspirational Motivation. The framework integrates five key leadership dimensions that significantly influence governance: Visionary Leadership, Emotional Engagement, Confidence Building, Empowerment, and Ethical Leadership by Example.

Conclusions

With the result of this study, the following conclusions were made:

1. The findings of this study provide valuable insights into how transformational leadership, specifically through the lens of Inspirational Motivation, manifests in school governance, particularly in terms of articulating a clear vision, fostering emotional engagement, encouraging confidence and optimism, recognizing and empowering others, and leading by example. The results indicate that transformational leadership practices are indeed being effectively implemented as planned across the various dimensions of Inspirational Motivation.

- 1.1 Articulating a Clear and Compelling Vision: The school heads demonstrated a strong ability to articulate a shared vision for the school, with responses showing consistent agreement on the clarity, alignment with the school's goals, and the guiding role of the vision.

1.2 Fostering Emotional Engagement: Similarly, the school heads' efforts to foster emotional engagement were perceived positively. The findings reveal that school heads successfully promote a culture of trust, emotional support, and open communication. Teachers and staff feel emotionally connected to the school's goals, enhancing overall morale and motivation.

1.3 Encouraging Confidence and Optimism: The study also found that school heads successfully instill confidence and optimism in their staff, which is essential for overcoming challenges and maintaining resilience. Respondents indicated that the school heads maintain a positive outlook, encourage belief in their abilities, and foster a culture of continuous learning.

1.4 Recognizing and Empowering Others: The data further indicate that school heads excel in recognizing and empowering their teachers and staff. Respondents reported strong agreement with statements about the school head's efforts to acknowledge contributions, provide opportunities for professional growth, and encourage innovation.

1.5 Leading by Example: The school heads were also noted for their exemplary leadership, modeling professionalism, integrity, and continuous personal development.

2. Regarding the effect of Inspirational Motivation on school governance, particularly in terms of Policy Implementation and Management, the results from the paired t-tests suggest no significant difference between the planned and implemented effects. The data showed that both policy implementation and management processes are functioning as intended, with small mean differences across all indicators, none of which were statistically significant.

3. Based on the findings of the study, a proposed School Governance Framework emphasizes the integration of transformational leadership, particularly through Inspirational Motivation, as a cornerstone for effective school governance. The study reveals that school heads who clearly articulate a vision, foster emotional engagement, encourage confidence, recognize contributions, and lead by example significantly enhance governance effectiveness.

Recommendations

Based on the findings, the following recommendations are proposed:

1. *Strengthen Leadership Development Programs.* The Department of Education (DepEd) and educational institutions should enhance leadership training initiatives focusing on ethical leadership, emotional intelligence, and strategic vision-setting.
2. *Enhance Policy Monitoring and Evaluation.* While policies are well-communicated and aligned with regulations, regular assessment and feedback mechanisms should be established to ensure proper implementation.
3. *Improve Decision-Making Through Stakeholder Engagement.* To address the need for more inclusive and participatory governance, school heads should actively involve teachers, staff, students, and parents in decision-making processes.
4. *Optimize School Operations Through Technology and Workflow Management.* Given that Ensuring Smooth Daily School Operations ($M = 4.47$, $SD = 0.61$) received the lowest rating in the Management category, schools should adopt digital tools for administrative efficiency, such as automated scheduling, resource management platforms, and data-driven decision support systems.

Training programs on workflow optimization and time management for school leaders can further enhance operational effectiveness.

5. *Develop a Culture of Recognition and Empowerment.* Since Recognizing and Empowering Others is a key factor in teacher motivation and institutional success, schools should implement structured recognition programs, mentorship initiatives, and leadership succession planning. Providing leadership training for teachers and creating opportunities for professional growth will ensure a sustainable pipeline of future educational leaders.
6. *Conduct Further Research on the Specific Leadership Dimensions Impacting Policy and Management.* Future studies should explore which aspects of Inspirational Motivation most directly influence Policy Implementation and Management, potentially using qualitative methods or longitudinal data to track leadership effectiveness over time.

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