Transformational Leadership Style of School Heads and Teachers' Performance

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Abstract

The study sought to determine the School Heads' Transformational Leadership style in terms of Inspirational Motivation, Idealized Influence, Intellectual Stimulation, and Individualized Consideration; to identify the level of teacher performance based on the IPCRF for School Year 2021 – 2022 and to determine the significant relationship between Transformational Leadership style of school heads and the teachers' performance. This work used a descriptive correlational research design and an adopted questionnaire by Sunaengsih (2021) to gather the necessary data. This study utilized Stratified Random Sampling using Slovin's formula to determine the respondents. Respondents were teachers from Balingasag South District, Balingasag, Misamis Oriental Division. Mean and Standard Deviation were utilized to determine the Transformational Leadership style of school heads. The problem applied Frequency and Percentage for the teacher's level of performance, and Pearson Product Moment Correlation Coefficient (r) was utilized to determine the significant relationship between the Transformational Leadership Style of School Heads and the teachers' performance. Results revealed that School Heads are Transformational Leaders, Most teachers are Outstanding, but the Transformational Leadership of School Heads has No Significant Relationship with the Teachers' Performance. Teachers work well at their desires for professional growth and have nothing to do with the kind of leadership their school heads have. Further research is recommended with other respondents to prove this study.

Keywords: transformational leaders, teaching performance, leadership style, Idealized Influence, Inspirational Motivation, Intellectual Stimulation, Individual Consideration

1. Introduction

Any school's success significantly begins with the school head, who is in a position to ensure that all teachers and learners accomplish challenging duties at the desired standard level of academic performance. School managers play a vital role in the school's development by enhancing the students' learning and developing teaching performance. According to Mahmudah et al. (2020), the principal has a duty and obligation as a leader to improve teaching skills and the quality of learning in schools. Several factors, including the school's leadership, may impact efforts to enhance teacher effectiveness. Conferring to Prasetia et al. (2020), transformational leadership is essential for achieving school performance. It is a significant predictor of change readiness and has been shown to help empower information-sharing quality, influencing school performance.

The school heads seek to promote the stability and smooth operation of the school. They directly affect the school's morale through clear school rules and policies that tend to improve the general disciplinary climate of the school. This statement specifies that the role of the principal as a transformational leader is to set an example for teachers to follow ethical and moral standards Effendi and Sahertian (2022), as well as to inspire them to make innovations in carrying out their duties to achieve maximum work results. The statement suggests satisfying teachers' desires while maintaining closeness via effective communication. This viewpoint is confirmed by Abdullah et al. (2018), which state that the principal, as a transformational leader, seeks to

push teachers to fulfill their jobs properly.

As Mahmudah et al. (2020) supported, it is necessary to improve teacher performance to display competence while carrying out their tasks. Many factors can affect efforts to enhance teacher effectiveness, including the principal's leadership skills. Bush (2017) explains that transformational leadership is the key strategy to influence school personnel and stakeholders. The principal aims to increase human resources' effectiveness and consistently embrace and carry out the school's mission. The leadership style of the school heads primarily influences the school's accomplishments.

In Balingasag South District, some schools performed well in academics, as reflected in the overall percentage grade of the learners. Academic performance implicates the teaching performance of the teachers. Others show the excellent physical appearance of the school: well-designed landscape, well-painted classroom buildings, and available facilities such as comfort rooms, water, and electric supplies. However, some schools need to perform better academically but show an excellent physical appearance. Others performed well academically, but the school's physical appearance needs improvement. The different scenarios of the school, which were observed during district evaluations, prompted this study to probe whether the school heads' transformational leadership influences the teachers' performance. This study identifies the transformational leadership style of school heads as viewed by teachers and investigates whether this style of leadership is related to teacher performance.

This study anchored on Bass's (1985) Theory, as cited by Campos (2020) in her Leadership Theory of Transformational Leadership, on which a leader collaborates with followers to determine the changes that must be undertaken, inspires a vision for the change and then works with a group of deeply dedicated followers to carry out the transformation. The new paradigm in leadership is transformational leadership, which emphasizes dynamic and charismatic leadership characteristics.

The Leadership Theory of Transformational Leadership aims to develop a fresh perspective on leadership, as the name suggests. The leadership model has gained popularity over time because of its emphasis on intrinsic motivation and follower development, which aligns with the requirements of most workgroups that may need motivation and empowerment to succeed under trying circumstances. Transformational leaders can help the team achieve its objectives by tapping into the potential and passions of the followers. The approach demonstrates how leadership is distinct from authority since it is inseparable from followers' needs (Northouse, 2021). It signifies that such a leader does not execute the authority afforded by his position. He works in the followers' best interests, striving to collaborate to realize the predetermined vision.

This study was also linked to Sunaengsih's (2021) work using the Transformational Leadership Survey, which revealed that giving attention to individuals and limiting the punishment for errors made by employees requires more attention, allowing for the adoption of every transformational leadership indicator in its entirety. Although there will be more effective leadership in higher education by thoroughly combining one dimension with other dimensions of transformational leadership, some people believe that leaders are more effective when they can use one or more of the following four strategies: Increasing subordinates' respect and trust, fostering pride in their work, and providing insight and awareness of the mission to define as Idealized Influence - Charisma, Developing high expectations through the use of symbols to concentrate efforts and understandably convey significant goals as Inspirational Motivation; Increasing intelligence, reason, and thorough problem-solving; and paying attention to, nurturing, guiding, and training each individual specifically and personally or known as Individualized Consideration. Performances that surpass organizational expectations are the product of effective transformational leadership Chen et al. (2017).

2. Methodology

A descriptive correlational research design was used for this investigation. A study in which describing relationships between variables was the researcher's focus. This looked into potential elements that affect how well teachers function in a setting. The descriptive analysis method was used for the study because it aimed to understand a phenomenon to provide fundamental knowledge in a field of study (Writer, 2020). The method was based on the conceptual relationship between the independent and dependent variables. This is utilized to systematically assess transformational leadership's impact on teaching performance in public elementary and secondary schools in the District of Balingasag South, Division of Misamis Oriental. A five-point Likert scale survey was undertaken to examine the respondents' perceptions and views of a research problem to test the hypothesis. The teachers' performance was gathered based on the results of the IPCRF.

The study's design utilized questionnaires to teacher respondents in the Balingasag South District. Nardi (2018) noted that survey research design examines many respondents, specifically how it is distributed to one or more factors or characteristics. The study used descriptive statistics such as Mean and Standard Deviation to describe the study's variables. Pearson Product Moment Correlation Coefficient (r) was employed to determine the significant relationship between teachers' perception of the level of Transformational Leadership Style of School Heads and the Teachers' Performance.

3. Results and Discussion

Problem 1. What is the teachers' perception of the level of transformational leadership styles of school heads in terms of:

  2.1 Inspirational Motivation;
  2.2 Idealized Influence;
  2.3 Intellectual Stimulation; and
  2.4 Individualized Consideration?

Table 1

School Heads Transformational leadership styles in terms of Inspirational Motivation

My School Head	Mean	SD	Description	Interpretation
1. Influences teachers to be optimistic in facing the future.	4.45	0.80	Strongly Agree	Very High
2. Gives recognition for the works of the teachers in the form of personal praises in which encourages them to carry out their tasks properly.	4.47	0.86	Strongly Agree	Very High
3. Tells the success stories of colleagues to motivate teachers to be successful.	4.43	0.85	Strongly Agree	Very High
4. Encourages teachers to work hard professionally and to practice new approaches in implementing teaching and learning activities.	4.50	0.80	Strongly Agree	Very High
5. Communicates the goals that must be achieved by teachers clearly which enables them in getting good results in teaching.	4.44	0.8	Strongly Agree	Very High
6. Provides special time for teachers to discuss how to complete assignments properly.	4.38	0.85	Strongly Agree	Very High
Overall	4.44	0.03	Strongly Agree	Very High

Note: 1.00-1.80= Strongly Disagree; 1.81-2.60=Disagree; 2.61-3.40= Agree; 3.41-4.20= Slightly Agree; 4.21-5:00=Strongly Agree

Table 1 presents the School Heads' Transformational Leadership style in terms of Inspirational Motivation. It has an overall Mean of 4.44 with SD=0.03, which is described as Strongly Agree and interpreted as Very High. It means that the transformational leadership style of their school head is inspirational motivation. School head, in this manner, shows a positive outlook toward achieving the goal, as observed in how they influence their teacher always to look forward, aim high and consider future outcomes. This agrees with Owuor's (2018) statement that inspirational motivation arises from a communicative

influence style. Leaders communicate high expectations that can inspire employees to develop a shared vision. This can be done through motivational speeches, conversations, and other public displays of optimism and enthusiasm, Gagne (2018) added. Thus, highlighting positive outcomes and stimulating teamwork. It implies that when goals are communicated well, allowing teachers to internalize their role guides them to perform better. As Lewa et al. (2018) reinforced, Inspirational Motivation inspires employees by touching their emotional behavior by challenging them. School heads encourage teachers to carry out tasks with high standards to become part of the organizational culture and environment.

Besides, indicator 4, Encourages teachers to work hard professionally and to practice new approaches in implementing teaching and learning activities, has the Highest Mean of 4.50 with SD 0.86, which is described as Strongly Agree and interpreted as Very High. This means that teachers' innovation was emphasized in this leadership style. Thus, school heads always encourage progress and strive for what the teacher has traditionally practiced but instead, encourage them to develop more effective strategies. This implies that teaching needs to be strategic. The inspirational motivation style of leadership encourages teachers to explore new ideas to always connect to the world around them. This correlates with Tohara (2021); since technological advancement has been incorporated into current curriculum settings, it is also vital to stress the significance of digital literacy as a learning strategy to stimulate students' enthusiasm in their learning process. Adapt modern innovations. There is always a positive effect towards adopting and implementing innovations in a teaching-learning process, according to (Ameen et al., 2021)

However, indicator 6, Provides special time for teachers to discuss how to complete assignments properly, got the Lowest Mean of 4.38 with SD=0.85 but still describes as Strongly Agree and interpreted as Very High. This means that teachers have experienced fewer interactions with the school head when dealing with a specific task. School heads prepared a committee without any consultation from the teachers assigned. Tasks were divided accordingly based on the expertise of teachers. Thus discussion of the assigned task was observed less among the indicators. This implies that technical assistance must be provided with ample time for discussion for teachers to be guided in carrying out the assigned task. Conferring to Sims et al. (2021), one aspect that has been overlooked is research into the effects of synergy among leadership styles on mentor effectiveness. Sage Journal (2020) explained a systematic approach to achieving desired individual, programmatic, and system-wide changes through technical assistance. Mentorship can be a one-on-one relationship in which someone in a more senior role guides someone less experienced. This customarily partnered relationship is known as hierarchical mentoring, and it takes place within organizations where mentors and protégés benefit from mentoring Banerjee-Baptist et al. (2019) added. This is how the mentoring process of school heads is significantly impacted.

Table 2
School H*eads'* Transformational Leadership Style in Terms of Idealized Influence

My school head…	Mean	SD	Description	Interpretation
1. Formulates and carry out tasks in accordance with the vision and mission of the study program concurrently to develop the insight of teachers.	4.47	0.76	Strongly Agree	Very High
2. Reminds teachers to respect each other with fellow teachers.	4.53	0.77	Strongly Agree	Very High
3. Provides examples of good behavior in the school environment.	4.46	0.83	Strongly Agree	Very High
4. Instills a high commitment to the teachers towards the vision of the study program.	4.35	0.86	Strongly Agree	Very High
5. Reduces penalty towards any mistakes as a professional effort.	4.13	0.84	Agree	High
6. Gives freedom to teacher in carrying out the task given.	4.38	0.82	Strongly Agree	Very High
Overall	4.38	0.03	Strongly Agree	Very High

Note: 1.00-1.80= Strongly Disagree; 1.81-2.60=Disagree; 2.61-3.40= Agree; 3.41-4.20= Slightly Agree; 4.21-5:00=Strongly Agree

Table 2 shows the School Heads' Transformational Leadership style in terms of Idealized Influence. It reveals an overall Mean of 4.38 with SD=0.03, which is described as Strongly Agree and interpreted as

Very High. It means that the school head exhibited this feature as perceived by the teachers by acting as a charismatic role model. School heads adhere to the organization's culture and values by encouraging respect among teachers. Teachers were treated equally regardless of position. Conferring to Mi et al. (2019), this component can make followers trust their leaders. Idealized Influence fosters respect for their leader's decisions and compels followers to follow them. According to the research, employee identification with their leaders is strengthened by idealized influence. It implies that a transformative leader must create a clear vision for an organization that enables employees to establish an effort to achieve the goal. As supported by Yue et al. (2019), school heads can develop employee performance by communicating the collective purposes and values of the group while displaying individual confidence and perseverance. An employee is treated here based on their potential and distinct needs.

Also, indicator 2, Reminds teachers to respect each other with fellow teachers, has the Highest Mean of 4.53 with SD 0.77, which is described as Strongly Agree and interpreted as Very High. This means that school heads' encouragement to foster teachers' respect and trust was commendable. As a leader, nurturing one another must come from them first before imposing on the teachers. As observed by teachers, school heads embrace nature to nurture co-employee as they belong to one community. There is a sense of belongingness. Each employee feels welcome and valued. Thus, happy to do tasks individually or in groups. This implies that teachers feel essential in the workplace. In turn, this boosts their engagement toward accomplishing the task. As Afsar et al. (2019) mentioned, Idealized Influence produces efficient work to develop employees' willingness to undertake tasks independently.

On the other hand, indicator 5, Reduces penalty towards any mistakes as a professional effort, got the Lowest Mean of 4.13 with SD=0.84, which is described as Strongly Agree and still interpreted as Very High. This means that consequences were not valued in the community and almost ignored since the penalty is rarely imposed. School heads here were very compassionate and kind to consider her teachers for their mistakes. On the other hand, some school heads are very strict in following rules and regulations. Tardiness is given an equivalent deduction in salary as indicated in Form 7. Teachers were required to file form 6 and prepare pass slips when they needed to leave school during class hours. This implies that school heads were doing their duties, leading people to be fair and just to everyone. Thus, school heads ensure that teachers learn from it to grow professionally. Committing mistakes is inevitable yet crucial for a teacher, especially when dealing with learners. Wells (2020) added that there are better approaches than penalizing employees. Mistakes are stepping stones to moving outside the comfort zone where great lessons are learned.

Table 3

School Heads' Transformational Leadership Style in Terms of Intellectual Stimulation

My school head…	Mean	SD	Description	Interpretation
1. Gives books or other references to teachers as a reference in self-development of teachers.	3.96	0.89	Agree	High
2. Provides opportunities for teachers to conduct education and training.	4.40	0.84	Strongly Agree	Very High
3. Provides freedom of opinion for teachers regarding policies in higher education.	4.35	0.87	Strongly Agree	Very High
4. Involves teachers in assessing the activities in higher education.	4.32	0.90	Strongly Agree	Very High
5. The head of the study program has a way of solving complex problems.	4.14	0.88	Agree	High
6. Challenges teachers' creativity and innovativeness especially in the teaching and learning process.	4.35	0.86	Strongly Agree	Very High
Overall	4.25	0.02	Strongly Agree	Very High

Note: 1.00-1.80= Strongly Disagree; 1.81-2.60=Disagree; 2.61-3.40= Agree; 3.41-4.20= Slightly Agree; 4.21-5:00=Strongly Agree

Table 3 presents school heads' Transformational Leadership style in terms of Intellectual Stimulation. It shows an overall Mean of 4.25 with SD=0.02, which is described as Strongly Agree and

interpreted as Very High. It means that the school head portrayed this intellectual stimulation leadership style as observed by the teachers. Subsequently, Messmann et al. (2022) mentioned that those leaders in positions must adopt a transformational leadership style and motivate their employees by providing individual attention, intellectual stimulation, and encouragement for goal attainment. Aside from that, school heads encourage high productivity through creativity and innovation. It implies further that school heads' have shown effort to inspire and push teachers to be more adaptable to the new technological techniques. These results concur with Suhana et al. (2019), who noted that Transformational leader encourages followers to explore new approaches in working, changing the existing practice for long-term gains that will help followers take the compelling opportunity. Leaders help followers to achieve a challenging goals through followers' creativity, Sulistani et al. (2018) added. When school heads act this way, teachers always feel positive and inspired to aim for future success.

Moreover, indicator 2, Provides opportunities for teachers to conduct education and training, has the Highest Mean of 4.40 with SD 0.84, which is described as Strongly Agree and interpreted as Very High. This means that school heads helped teachers to be empowered to enhance self-efficacy. Professional development makes the teacher more efficient. This facilitates teachers to become better at planning their time and staying organized. One must focus on the groups attending and their needs to improve teachers' professional growth. It was emphasized that teachers' needs, goals, prospects, emotions, motivations, and dreams must be prioritized when designing the professional development process (Sancar et al. (2021) supported. This implies that through such studies and exposure to training programs, teachers boost their intellectual stimulation to improve their skills and knowledge. Papangelis (2021) mentioned that training supports work rather than disturbing it. When employees have control over their training, they are more engaged, too. When teachers can learn, learners learn more. As Sancar et al. (2021) stated, Professional Development (PD) for teachers is critical to improving student outcomes.

In contrast, indicator 1, Gives books or other references to teachers as a reference in self-development of teachers, got the Lowest Mean of 3.96 with SD=0.89 and was described as Strongly Agree and still interpreted as Very High. This means that teachers rarely received learning resources and other references for self-development but instead encouraged them to be innovative and creative on their own. Teachers, on their desire and initiative, provide their selves with the necessary materials. Books are received and issued from the central office and are distributed for learners' use. At the same time, teachers may access google sites for additional references. With the advent of technology, references and other learning materials are readily available on online sites. School heads provide adequate internet connections for teachers' and learners' consumption. This implies that school heads develop trust among teachers to supply their needs with sufficient materials. School heads allow some independence to teachers in classroom management and do not impose their ideas on the teachers regarding decision-making and solving problems. It may be helpful to overcome the cues and impediments that arise at various phases Bednall et al., (2018)—dealing with teachers professionally while trusting their potential.

Table 4 presents the school heads' transformational leadership style in terms of Individualized Consideration. It has an overall Mean of 4.24 with SD=0.03, which is described as Strongly Agree and interpreted as Very High. It means that the manifestation of this leadership style is apparent as experienced by the teachers. School heads assist and inspire each person as an essential aspect of transformational leadership. These leaders also teach and coach their followers to provide new learning opportunities and value diversity, as Chan et al. (2019) reinforce. It further implies that school heads' being Transformative leaders uphold open communication to encourage healthy and supportive relationships so followers feel free to share ideas. As supported by Yue et al. (2019), which revealed that transformational leadership and transparent communication were favorably connected with employee organizational trust, which substantially improved employee flexibility and openness to change. Open communication can also help a leader easily recognize the distinctive contributions of each follower (Cherry, 2022).

Table 4

School Heads Transformational Leadership Styles in Terms of Individualized Consideration

My school head…	Mean	SD	Description	Interpretation
1. Knows the skills and expertise of teachers and gives them praises and appreciation to the work results or their achievements.	4.34	0.88	Strongly Agree	Very High
2. Accepts suggestions and asks for the opinion regarding the leadership in school.	4.26	0.99	Strongly Agree	Very High
3. Carries out or following up on the suggestions submitted.	4.20	0.93	Agree	High
4. Gives attention by listening to the complaints of teachers for mutual comfort.	4.26	0.97	Strongly Agree	Very High
5. Guides and trains teachers personally if they have problems.	4.20	0.97	Agree	High
6. Knows the needs of teachers for the flow of the teaching and learning activities in the classroom.	4.19	0.97	Agree	High
Overall	4.24	0.03	Strongly Agree	Very High

Note: 1.00-1.80= Strongly Disagree; 1.81-2.60=Disagree; 2.61-3.40= Agree; 3.41-4.20= Slightly Agree; 4.21-5:00=Strongly Agree

Subsequently, indicator 1, Knows the skills and expertise of teachers and gives them praises and appreciation for the work results of their achievements, has the Highest Mean of 4.34 with SD 0.88, which is described as Strongly Agree and interpreted as Very High. This means that school heads' awareness of teachers' potential contributed much to a progressive organization. Furthermore, Individualized Consideration demonstrates the traits of the leader that contribute to the gratification of the subordinates through leading, motivating, and attending to the subordinates' specific needs, as conferred by Chan et al. (2019). This further implies that recognizing teacher successes is essential, considering teachers' influence. As emphasized by Hanchar (2018) recognition and reward system assists a school in creating a growth-centered environment, tracking teachers' progress, and keeping them motivated for dynamic growth and new accomplishments.

Contrariwise, indicator 6, Knows the needs of teachers for the flow of the teaching and learning activities in the classroom, has the Lowest Mean of 4.19 with SD 0.97, which is described as Strongly Agree and interpreted as Very High. This means that the school head's supervision inside the classroom is rarely observed among teachers, which is expected to be manifested monthly. School heads often time have focused on school management. Full trust and confidence in teachers may have a disadvantage sometimes. Classroom management was 90% anchored to teachers' core responsibility and less percentage from school heads. As a result, teachers were hardly visited. This implies that the school head's ability to assess the teacher's needs in the classroom is essential and specifically involved in the teaching-learning process. Classroom Observations are the relevant practice of the school head, which includes tracking strategies employed by teachers and the need for mentoring for continuous progress. This is supported by Cilliers et al. (2020); classroom observation allows us to unpack mechanisms by measuring how teaching practice changed in the classrooms.

Table 5

Summary of School Heads' Transformational Leadership Styles

Transformational leadership styles	Mean	SD	Description	Interpretation
Inspirational Motivation	4.44	0.03	Strongly Agree	Very High
Idealized Influence	4.38	0.03	Strongly Agree	Very High
Intellectual Stimulation	4.25	0.02	Strongly Agree	Very High
Individualized Consideration	4.24	0.03	Strongly Agree	Very High
Overall	**4.32**	**0.004**	**Strongly Agree**	**Very High**

Note: 1.00-1.80= Strongly Disagree; 1.81-2.60=Disagree; 2.61-3.40= Agree; 3.41-4.20= Slightly Agree; 4.21-5:00=Strongly Agree

Table 5 displays the Overall School Heads Transformational Leadership style of school heads. It shows an overall Mean of 4.32 with SD=0.004, described as Strongly Agree and interpreted as Very High. This means that Transformational leaders demonstrated the given indicators as observed by teachers. Teachers experience charismatic leadership, and that inspires them always to look forward. It implies that school leaders have endeavored to teach to assess their weaknesses and push them to become more flexible with new

technological procedures. School leaders understand and deal with every employee based on their capabilities, which makes the transformational leadership style one of the best for organizations and employees added by Min et al. (2020).

Further, as observed in the table, among the transformational leadership style, Inspirational Motivation has the Highest Mean of 4.44 with SD 0.03, which is described as Strongly Agree and interpreted as Very High. This means that the Inspirational Motivation leadership style contributed a more significant impact compared to Idealized Influence, Intellectual Stimulation, and Individual Consideration. School heads' motivating behavior and words of encouragement backed up enthusiasm among teachers to do their duties and responsibilities satisfactorily. This inspires teachers to achieve their goals. Leaders motivate employees to collaborate as a team and attain the desired goal by performing well through frequent interaction between personnel, benefiting greatly in achieving the goal. This implies that inspirational motivation drives teachers' performance toward fulfilling the organization's mission. A strong force that inspires and appeals to teachers. According to research, inspirational motivation has a solid relationship with employee performance improvement Boamah et al. (2018).

Furthermore, Chen et al. (2020) state that Inspirational Motivation is employed to define organizational purposes and vision to the personnel. Transformational leaders motivate employees by instilling meaning in their jobs, Afsar et al. (2019) added. The organization's vision must be communicated clearly to inspire better employee performance.

Alternatively, Individualized Consideration has the Lowest Mean of 4.24 with an SD of 0.03, which is described as Strongly Agree but still interpreted as Very High. This means that this leadership style has been employed least compared to the three components of transformational leadership as perceived by the teachers. Each employee is distinct from one other; employees need to mentor or coach differently to maximize employee effectiveness Boomah et al. (2018). Since the employee is treated differently, school heads must exert more effort to develop individual performance. This implies that Individual Consideration of employees is about understanding and developing employee performance. Individual Consideration, according to Jackson (2020), is the leader's individualized support for employees, where leaders focus on the needs of their followers to execute specific duties. Advice on dealing with a specific work is attended based on the demands even in personal and private life.

Likewise, this will make employees feel good and accepted as treated appropriately. This will encourage a strong emotional bond within the organization, and henceforth indebted employee remains loyal and will sustain good performance. The reality behind the success of organizational change depends on the leadership style put forward, a positive impact on followers, the realization of interventions from planning to implementation, and how it is communicated, undertaken, and absorbed in the system of culture. Nevertheless, it must be taken into consideration to anticipate the possibilities.

Problem 2. What is the level of teachers' performance based on their IPCRF School Year 2021-2022?

Table 6
Teachers' Performance based on their IPCRF for School Year 2021-2022

Teachers' Performance	Frequency	Percentage
Outstanding	106	63.1
Very Satisfactory	56	33.33
Satisfactory	6	3.57
Needs Improvement	0	0
Poor	0	0

Table 6 on the previous page highlights the level of teachers' performance based on their Individual Performance Commitment and Review Form (IPCRF). It presents the frequency and percentage of teachers falling under each performance level. The data reveals that out of 168 total respondents, 106 teachers, or 63.1%, were classified as, Outstanding. This means that Teachers from Balingasag South District mostly got

the highest level of performance. Teachers feel secure and motivated to do the task individually or with a team beyond self-interests to achieve success. Teachers were empowered to perform the task with little supervision. This way, teachers were trusted and committed to working to their capabilities. Thus, the school head never hesitated to approve the rating specified by the teacher in his/her IPCRF. The teachers could accomplish the commitments set for attaining office goals and objectives (IPCF, 2022). Outstanding educators are pre-emptive, aside from being flexible and resilient. They increase instructional time through proactive practices such as teaching routines and supporting students. As supported by Aliyyah et al. (2019) that states that quality students should be the main aim of becoming outstanding teachers. A teacher needs to be self-assured when advocating for the needs of their students, themselves, and their peers. Teachers, as the leading persons in a student's talent development, hold prior understandings and experiences that will influence instruction Margot and Kettler (2019). To be outstanding, one must have compassion toward peers, students, and their families. A teacher should be able to multitask and wear many hats in this field, such as a mother figure, nurse, friend, disciplinarian, or enemy.

Nevertheless, none of the teachers was rated as Needs Improvement/Poor. None of them belongs to the very least level of teachers' performance. This means that all teachers were doing well with little supervision from school heads. No teachers were rated the least with the performance portrayed in the specific year. Regardless of his/her position and length of service, teachers were committed to succeeding. Hired teachers understand better and are competent in their duties and responsibilities. As associated with Buil et al. (2019), they could understand employee performance compared to workplace fulfillment. The years of experience in teaching is not a factor to evaluate as Poor. The study by Graham et al. (2020) adds to the evidence base by investigating relations concerning teachers' years of experience and the quality of teaching. Results reveal no evidence of poor teaching quality. 0–3 years experience for beginning teachers. However, results of poor teaching performance for teachers with 4–5 years of experience. Some research across national and international frameworks indicates an early effect for an experience whereby beginning educators quickly progress, but this association declines after their primary adjustment to the field. However, better support and professional learning are necessary to improve the quality of teaching for all teachers, not just those at the beginning of their careers, and participate in "formal, one-size-fits-all 'in-service' or conference-style" Mocklery (2020). Increasing competence, meeting motivational needs, and the limitations of the available learning environment are three components that significantly affect teacher performance and education quality (Kang et al., 2019). As a result, the three components still need to be improved.

Problem 3. Is there a significant relationship between the transformational leadership style of school heads and teachers' performance?

Table 7
Relationship of the School Heads' Transformational Leadership Style and the Teachers' Performance.

Independent Variables	Dependent Variable	R-value	P value	Description	Interpretation
Inspirational Motivation	Teachers'	-0.16	0.225	Weak Negative Correlation	Not Significant
Idealized Influence	Performance	-0.17	0.181	Weak Negative Correlation	Not Significant
Intellectual Stimulation	(IPCRF)	-0.13	0.110	Weak Negative Correlation	Not significant
Individualized Consideration		-0.11	0.106	Weak Negative Correlation	Not Significant

Table 7 shows Pearson's correlation test between the teachers' perceptions of the school heads' transformational leadership style and their performance. The examination reveals a weak negative correlation between all variables with the following r value and its percentage: -0.16 or 16% for inspirational motivation, -0.17 or 17% for idealized influence, -0.13 or 13% for intellectual stimulation, and -0.11 or 11% in individualized consideration. Moreover, when one variable changes direction, the other changes in the opposite direction. The table analyzed the independent variable level using the correlation test while holding the dependent variable constant. As can be seen from the same table, independent variables are not significant

at 0.05; teachers' observations of transformational leadership style have no significant effect on teachers' performance.

Several studies got inconsistent results. The research on transformational leadership significantly influences performance (Dou et al., 2017; Suyanto et al., 2019). However, the research conducted by Daniel et al. (2020) stated that transformational leadership does not significantly affect teachers' performance. It took quite a long time for leadership to be required to increase performance. In China, Zhang et al. (2019) conducted a study that showed a linear relationship between the variables. The study showed a weak negative correlation between transformational leadership style and teachers' performance. This means teachers' performance decreased slightly as the transformational leadership style increased.

Another study by Lai et al. (2018) examined the association between transformational leadership style and teacher performance in Taiwanese primary schools as a predictor of teacher performance. Further investigation found that teachers' work satisfaction controlled the association between transformational leadership style and teacher performance. The negative link between transformational leadership style and teacher performance was solid for instructors dissatisfied with their jobs. Job satisfaction was one of the limitations of this study.

In contrast, the result mentioned above contradicts the findings of several investigations. The relationship between school leaders' transformative leadership and teacher performance is statistically significant. Many prior investigations in the literature by Afsar and Dagli (2020;) yielded results comparable to these. Teachers' perceptions of the transformational leadership of school principals contributed much to the teachers' performances. Shows that the best leader possesses a transformational leadership style

As Hosna et al. (2021) mentioned in their review process, it has been clear that Inspirational Motivation, Idealized Influence, Intellectual Stimulation, and Individual Consideration directly and significantly impact sustainable employee performance Afsar et al. (2019). The power of this leadership style depends on the reinforcement of followers in terms of rewards and or punishments. Leaders are only sometimes successful in encouraging their followers. Followers may not feel well, and self-worth may be eroded with rewards of carrots for compliance or punishments due to non-compliance with the work. This is important for school heads, who play an essential role in creating a happy and healthy atmosphere while maintaining a solid culture, resilient to change.

Some factors significantly affect the performance of the teacher. This idea is in line with the previous research, which studied teachers' performance, and it is said to be influenced by several factors such as work satisfaction Ellis et al. (2017); Kafumbu, (2019) and work motivation Fatati et al. (2017); Gutteres and Suparta (2018). Also, solid organizational commitment will strengthen someone's performance Dou et al. (2017).

In summary, with a p-value less than 0.05 and a weak negative correlation, teachers' experiences of transformational leadership style in inspirational motivation, idealized influence, intellectual stimulation, and individualized consideration were found no connections with teachers' performance. Thus, the correlation analysis yielded that the null hypothesis test was accepted. This means that the existence of the transformational leadership style of the school head only influences teachers' performance partially.

Conclusions

The following is drawn from the study in light of the above-cited findings: Inspirational Motivation was observed best through the encouragement of teachers to work professionally, apply innovation and strive beyond required expectations. Outstanding Teachers were empowered to perform the task with little supervision from school heads. This way, teachers were trusted and committed to working to their capabilities. School heads' leadership style does not matter since teachers were committed to doing their duties and responsibilities without being affected or influenced by their school heads' transformational leadership style. Teachers perform the task without being told. Teachers aim to be successful regardless of the

encouragement of leaders.

Recommendations

Individual Consideration is better to be emphasized by evaluating teachers' needs for the flow of teaching and learning activities in the classroom. Outstanding teachers can better be modeled and encouraged to collaborate with other teachers through mentoring to sustain their performance. The study emphasizes the considerable aspect for future research to discover the impact of the Transformational Leadership style on other outcomes in the education sector. Prospective respondents will undergo future studies in better-performing schools to attain the best aim. A comparable study may investigate the relationship between training and development programs for school heads toward their leadership skills.

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