

Examining the link between transformational leadership of school administrators and teachers' professionalism in DepEd–Bambang integrated schools

Gabuya, Melinda F. ✉

Department of Education, Bambang I District, SDO Nueva Vizcaya, Philippines
(melinda.gabuya@deped.gov.ph)

Vadil, Carlo F.

Nueva Vizcaya State University, Philippines (Drvadil888@yahoo.com)



ISSN: 2243-7703
Online ISSN: 2243-7711

OPEN ACCESS

Received: 14 April 2025

Revised: 25 April 2025

Accepted: 30 April 2025

Available Online: 2 May 2025

DOI: 10.5861/ijrse.2025.25094

Abstract

This study examined the relationship between transformational leadership practices of school administrators and teachers' professionalism among educators in three integrated schools under the Department of Education in Bambang, Nueva Vizcaya, during the academic year 2024-2025. Using a descriptive-correlational research design, data were gathered from 51 teachers through validated research instruments. Statistical analyses, including mean, F-test (ANOVA), and Pearson correlation coefficient (r), were employed to determine relationships and differences among variables. Hypotheses were tested at a 0.05 significance level to ensure the validity of the findings. Results indicated that teachers rated their school administrators' leadership as highly effective, particularly in motivation and inspiration, though areas like innovation and communication required improvement. Teachers also demonstrated high professionalism, excelling in integrity, commitment, and interpersonal skills, with room for growth in competency and self-discipline. No significant differences were found in teacher perceptions of transformational leadership and professionalism across schools, suggesting uniformity in leadership and professional standards. A moderate positive correlation was established between transformational leadership and professionalism, implying that effective leadership enhances teacher behavior. Findings from this study will guide the development of SLAC session content to strengthen teachers' understanding of transformational leadership and support continuous professional development.

Keywords: transformational leadership, professionalism, learning action cells

Examining the link between transformational leadership of school administrators and teachers' professionalism in DepEd–Bambang integrated schools

1. Introduction

In today's globalized world, transformational leadership has become increasingly essential in addressing complex issues such as climate change, social justice, and technological innovation. Transformational leaders not only present a compelling vision but also empower individuals to achieve it, challenging existing norms and fostering new ways of thinking. This leadership style is particularly crucial in multicultural settings, where incorporating diverse perspectives is necessary for sustainable and inclusive outcomes. Transformational leadership transcends traditional paradigms by inspiring individuals and organizations to pursue higher goals. Globally, this style is instrumental in navigating challenges, driving innovation, and instilling ethical responsibility. Visionary, passionate, and committed, transformational leaders often bridge cultural, social, and economic divides to create positive change.

Defined as a leadership process that enhances employee capacities in line with organizational goals, transformational leadership includes four core components: individualized support, intellectual stimulation, inspirational motivation, and idealized influence (Luo et al., 2020; Bass et al., 2003, as cited by Kaya et al., 2023). Leaders offer individualized support by fostering employee development, stimulate creativity and awareness, motivate using powerful symbols and imagery, and guide with a strong ethical vision aligned to organizational missions. In education, transformational leadership takes on a unique role. School administrators and principals shape learning environments and cultivate continuous improvement cultures by embodying these core leadership principles. They inspire teachers and students to maximize their potential, encouraging innovation in teaching practices and promoting professional development. Through intellectual stimulation, teachers are challenged to think critically and embrace modern methodologies, enhancing educational quality (Gumah et al., 2021).

Transformational educational leaders are particularly attentive to the individual needs of teachers and students (Mehdinezhad & Mansouri, 2016). Recognizing personal growth and well-being as central to academic excellence, they foster positive school cultures that drive both personal and institutional success. In this way, transformational leadership in education not only enriches the learning environment but also prepares students to become future leaders capable of societal change. The relationship between transformational leadership among school administrators and teacher professionalism is a vital area of educational research. While transformational leadership has been widely linked to positive school cultures, enhanced teacher motivation, and improved performance (Liu & Li, 2020), fewer studies have explored its direct impact on teacher professionalism. Teacher professionalism encompasses continuous professional development, ethical behavior, and the nurturing of positive relationships with students and colleagues.

Sebastian and Allensworth (2019) noted that most research emphasizes the effects of transformational leadership on motivation and satisfaction, but less is known about how it nurtures professional behaviors and attitudes among teachers. Furthermore, Hallinger and Chen (2015) highlighted the need to examine mediating factors like school culture, teacher autonomy, and socio-economic contexts, which might influence how transformational leadership shapes professionalism. Measurement challenges also exist. While transformational leadership is relatively straightforward to assess with established instruments, capturing the broad, evolving nature of teacher professionalism is more complex (Ng & Szeto, 2016). Reliable and valid measures are necessary to advance research and understanding in this field.

Another gap lies in cross-cultural research. Finnigan and Daly (2017) pointed out that transformational leadership's impact on professionalism may vary across different cultures. Comparative studies could offer

insights into both universal and culturally specific aspects of this leadership style. In the organizational context, Altinkurt and Yılmaz (2014) emphasized that professionalism requires careful execution of tasks with minimal error, internalized beliefs, and behaviors that enhance organizational culture. In education, Lopez (2023) underscored that teacher professionalism involves knowledge, skills, responsibility, authority, self-discipline, expertise, integrity, and interpersonal skills—qualities essential for navigating the modern teaching profession.

In the integrated schools of Bambang, several concerns have surfaced. There is inconsistent application of transformational leadership principles among administrators. While some leaders effectively inspire and motivate, others struggle to provide intellectual stimulation or individualized support. This inconsistency can create disparities in teacher professionalism and potentially affect education quality. Furthermore, insufficient professional development aligned with transformational leadership principles challenges teachers' ability to innovate and uphold high ethical standards. External pressures such as administrative demands, standardized testing, and limited resources also compromise the professionalism of teachers. If school leaders fail to adequately shield or support teachers against these pressures, transformational leadership's positive effects are diminished. Hence, examining the relationship between school administrators' transformational leadership and teachers' professionalism, particularly from the teachers' perspective, is both timely and critical.

This study is anchored in both global and national education priorities. Internationally, it aligns with the United Nations Sustainable Development Goal 4, promoting inclusive and quality education and lifelong learning opportunities for all. Transformational leadership fosters environments where innovation, collaboration, and professional growth flourish—key components of educational equity and excellence. At the national level, the research resonates with the Philippine National Research Agenda for Teacher Education, emphasizing the development of competent educators for 21st-century learners. It also supports the Department of Education's Research Agenda on Human Development, which advocates for holistic teacher and learner development, well-being, and enhanced leadership capacities. Locally, the College of Teacher Education's research agenda emphasizes improved teaching practices, leadership strategies, and the integration of innovative pedagogy. By investigating how leadership and professionalism interplay in Bambang's integrated schools, this study hopes to contribute meaningful insights toward enhancing educational systems. Through alignment with these interconnected frameworks, the research aspires to help transform educational practices and elevate the professional standards of teachers, both locally and beyond.

2. Related Literature

This study on transformational leadership practices of administrators and teachers' professionalism is grounded in the Transformational Leadership Theory initially proposed by James MacGregor Burns (1978) and expanded by Bernard M. Bass (1985). Bass and Avolio (1994) describe transformational leadership as a style where leaders stimulate colleagues' interest, encourage new perspectives, elevate abilities, and motivate followers to transcend personal interests for the greater good of the organization. Yukl (1989), as cited by Pope (2024), further defines transformational leadership as the process of driving major changes in members' attitudes and assumptions, building commitment toward the organization's mission, objectives, and strategies. Transformational leaders challenge the status quo, inspire a compelling vision, enable autonomy, model ideal behaviors, and encourage heartfelt engagement. This leadership style offers a strong framework for evaluating effective leadership behaviors within educational settings, particularly among school administrators.

In the school context, transformational leaders are those who inspire innovation, empower teachers, and create a culture of collaboration and continuous improvement. According to Lai and Cheung (2015), transformational leaders drive significant attitude changes, fostering commitment to institutional goals. Ovando (2020) emphasizes that enabling others to act is crucial in empowering teachers and nurturing their professional growth. Thus, transformational leadership supports organizational learning, innovative practices, and the professional development of teachers, ultimately influencing student outcomes. Bass (1985) outlines four critical components of transformational leadership:

- Idealized Influence, where leaders serve as ethical role models, earning trust and respect;
- Inspirational Motivation, where leaders present a compelling and enthusiastic vision for the future;
- Intellectual Stimulation, where leaders encourage creativity and critical thinking by challenging existing processes (Yukl, 1989);
- Individualized Consideration, where leaders provide personalized mentorship and support to meet individual developmental needs (Avolio & Bass, 1995).

These components are crucial for fostering a positive environment, enhancing team engagement, and driving educational effectiveness.

Transformational leadership remains highly relevant for promoting teacher professionalism. Northouse (2016) notes that transformational leaders inspire followers to prioritize collective goals, a critical factor in education. Leithwood and Jantzi (2015) stress that inspirational motivation enhances teachers' commitment and engagement, while Wang and Howell (2015) highlight that intellectual stimulation helps teachers innovate their instructional strategies to better meet diverse learners' needs. Kirkpatrick and Locke (2016) add that individualized support fosters teachers' personal and professional growth. Goodwin (2021) argues that globalization demands teachers continuously adapt their practices, reshaping the meaning of professionalism. Teacher professionalism profoundly impacts the quality of student learning outcomes, making it vital to understand and nurture factors that enhance it. Effective teaching, founded on strong professionalism, creates environments conducive to meaningful learning.

Teacher professionalism encompasses a range of elements: knowledge, skills, ethical standards, and commitment to continuous improvement. Day and Gu (2014) identify professionalism as demonstrated through a dedication to student learning, collaborative work, and lifelong learning. These qualities directly influence teaching quality and student achievement. The study further explores the key dimensions of professionalism:

- Competency, where teachers demonstrate strong conceptual, technical, and relational skills (Korkmazgil & Seferoglu, 2021);
- Expertise, involving mastery in communication, classroom management, and student assessment (Teachmint, 2023);
- Commitment, the psychological dedication to fostering optimal learning conditions (Altun, 2017);
- Self-discipline, essential for consistency and reliability in professional practice (Setyowati, 2023).

Additionally, professional dignity, as emphasized by Mossman (2017), involves promoting respect and open communication among colleagues, while interpersonal skills are crucial for nurturing constructive relationships within the school community. By enhancing these areas of teacher professionalism, educators can significantly impact educational effectiveness. Transformational leadership provides the support, inspiration, and intellectual challenge necessary for teachers to refine their practices, improve student learning experiences, and strengthen the broader school community.

3. Methodology

Research Design. This study employed a quantitative research design, specifically utilizing the descriptive-correlational method, to explore the potential relationship between transformational leadership and teachers' professionalism as perceived by educators in three integrated schools in Bambang, Nueva Vizcaya, for the academic year 2024-2025. Quantitative research design involves the collection of numerical data to quantify variables and establish statistical relationships between them, as outlined by Creswell (2018). This approach aims to objectively measure phenomena using structured instruments like surveys, experiments, or observations. The resulting data is analyzed statistically to draw conclusions and generalize findings to broader populations.

The descriptive-correlational method, as detailed by Yin (2015), examines relationships between variables without manipulating them. This approach is useful for exploring associations in natural settings, focusing on patterns and trends rather than causality. In this method, data on various variables within a specific population or sample were collected. Descriptive statistics summarize characteristics such as means, frequencies, or distributions, while correlational analysis, including techniques like Pearson's correlation coefficient, examines the strength and direction of relationships between variables. The descriptive-correlational approach can lay the groundwork for more in-depth research. Identifying significant correlations between transformational leadership and teachers' professionalism may prompt further investigation into causality or the development of targeted leadership training programs. This can ultimately contribute to enhancing educational practices and improving teacher performance.

Research Environment. The selection of integrated schools in Bambang as the research environment provides an ideal setting for examining the relationship between transformational leadership practices and teachers' professionalism. The diversity among San Fernando Integrated School, Indiana Integrated School, and Sto. Domingo Integrated School offers rich contexts for analyzing how leadership styles impact teacher engagement, performance, and professional growth. These schools vary in size, socio-cultural settings, and organizational dynamics, allowing comparative analysis and strengthening the reliability and validity of findings. San Fernando Integrated School, led by Mr. Roger G. Ramos, supports 14 teachers and fosters a strong learning culture in both elementary and junior high levels. Indiana Integrated School, headed by Dr. Melody C. Limbawan, serves 445 students and is noted for its award-winning community engagement through the Brigada Eskwela program. Sto. Domingo Integrated School, under Dr. Jessica Corazon N. Calub, is recognized for academic excellence and active community partnerships. Studying these schools offers valuable insights into how transformational leadership can enhance teacher professionalism amid different challenges and environments. Moreover, findings from this study may be generalized to other integrated schools in similar contexts, providing practical recommendations for school leaders and policymakers to implement effective leadership and professional development strategies.

Respondents of the Study. The respondents for this consisted of 51 teachers from the three integrated schools in Bambang located in the barangays of San Fernando, Sto. Domingo, and Indiana, representing 86.44% of the total faculty population of 59. This sample size was determined using the Slovin Formula to ensure a representative and statistically significant sample. The breakdown of the respondents, including their frequency and percentage distribution, is presented in Table 1 below.

Table 1
Frequency and Percentage Distribution of the Respondents by School

School	Number of Teachers	Number of Respondents	Percentage
San Fernando Integrated School	14	12	85.71
Sto. Domingo Integrated School	27	23	85.18
Indiana Integrated School	18	16	88.89
Total	59	51	86.44%

Sampling Procedure. In this study, a stratified sampling technique was employed to select faculty respondents from three integrated schools in Bambang, ensuring proportional representation from each school. Within each stratum, simple random sampling was conducted using Slovin's Formula. Ethical considerations guided the selection process, emphasizing informed consent, voluntary participation, confidentiality, and anonymity. Participants were assured of their right to withdraw without consequences, and data security measures were enforced. The researcher-maintained transparency, fairness, and cultural sensitivity throughout the process, avoiding biases and respecting participants' professional integrity. All data collected were used exclusively for research purposes, ensuring the credibility and ethical soundness of the study.

Research Instrument. In order to gather the needed data for this research investigation, the following research instruments were utilized:

- **Professionalism Survey Questionnaire.** This is a 60-item questionnaire that describes the respondent's professional traits or professionalism, along with competency, commitment, self-discipline, expertise, integrity, and interpersonal skills. This questionnaire was adapted from the instrument developed, validated and utilized by Tumacder (2016) with a 0.89 reliability coefficient. The same instrument was validated and utilized by Lopez (2023) with a 0.92 Cronbach alpha results
- **Transformational Leadership Practices Questionnaire.** This is 24- item questionnaire developed, validated, and utilized by the students of the Doctor of Education program of the College of Teacher Education with a split-half reliability coefficient of 0.86 to measure the dimensions of idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. With a split-half reliability coefficient of 0.86, the questionnaire can be considered a reliable tool for assessing transformational leadership practices. It implies that the results obtained from one half of the questionnaire are likely to be consistent with the results from the other half, demonstrating that the questionnaire's items are well-aligned in measuring transformational leadership.

Data Gathering Procedure. At the outset of the study, the researcher secured authorization from the Schools Division Superintendent of Nueva Vizcaya through a recommendation letter from the Dean of the College of Teacher Education. Upon approval, coordination with the district supervisors of Bambang 1 and 2 was undertaken to facilitate the smooth administration of research instruments across the three integrated schools. Before distributing the questionnaires, participants were briefed on the study's purpose, objectives, and significance, ensuring informed and voluntary participation. Confidentiality and anonymity were strictly observed to promote honest responses. After data collection, responses were compiled, tabulated, and subjected to appropriate statistical treatments to address the research questions effectively. Ethical principles, including informed consent, voluntary participation, non-maleficence, and academic honesty, were carefully upheld throughout the process. The study also underwent proposal defense approval to ensure compliance with ethical standards, safeguarding participants' rights and maintaining the research's credibility and integrity.

Statistical Treatment of Data. The data gathered through the questionnaire were analyzed using the following statistical tools. **Mean.** This was utilized to determine the perceived transformational leadership practices and professionalism of the respondents. **F-test or Analysis of Variance (ANOVA).** This was utilized to determine whether there are significant differences in the respondents' perceptions of transformational leadership practices and teachers' professionalism when grouped according to schools. ANOVA is an appropriate statistical method for comparing the means of multiple groups, allowing the study to assess whether the variations in perceptions across different schools are statistically significant. **Pearson correlation coefficient (Pearson-r).** This was employed to determine the significant relationship between the respondents' perceptions of transformational leadership practices and their level of professionalism. This statistical tool is particularly suited for measuring the strength and direction of the linear relationship between these two continuous variables. By calculating Pearson-r, the study aims to quantify how closely the perceived transformational leadership practices of educational leaders are associated with the professional behaviors and attitudes exhibited by the respondents.

4. Results and Discussion

Problem 1. What is the perception of teachers in the integrated schools in Bambang of the transformational leadership practices of their school administrators along the dimensions of idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration?

Table 2 below shows the respondents' perception of the transformational leadership practices of their school administrators along the different dimensions or components. The teacher-respondents' perception of the transformational leadership practices of their school administrators, reflected in a grand mean of 4.17 ("Very Good"), indicates that principals are generally viewed as effective transformational leaders across various dimensions. This overall rating suggests that administrators are successful in inspiring, motivating, and

Examining the link between transformational leadership of school administrators and teachers' professionalism supporting their staff, while also fostering professional growth and maintaining a positive school culture.

Table 2

Mean and Qualitative Description of the Respondents' Perception of the Transformational Leaderships Practices of their School Administrators (n=51)

Transformational Leadership Practices	Mean	Qualitative Description
Idealized Influence	4.12	Very Good
Inspirational Motivation	4.40	Very Good
Intellectual Stimulation	3.98	Very Good
Individualized Consideration	4.19	Very Good
Grand Mean	4.17	Very Good

Among the specific dimensions, *Inspirational Motivation* received the highest mean of 4.40 ("Very Good"). This highlights the principals' strength in communicating a compelling vision, fostering enthusiasm, and inspiring teachers to strive for excellence. Their ability to create a positive atmosphere and celebrate achievements resonates strongly with the teachers. *Individualized Consideration* also received a strong rating of 4.19 ("Very Good"), reflecting the principals' genuine care for teachers' well-being and their efforts to provide personalized support and professional development opportunities. However, some aspects, such as attentiveness to individual challenges and maintaining open communication, present opportunities for further growth. *Idealized Influence* was rated at 4.12 ("Very Good"), indicating that principals are largely perceived as ethical role models who align their actions with the school's vision and mission. Teachers recognize their integrity and ability to inspire respect, though fostering stronger trust and admiration could enhance their influence. *Intellectual Stimulation* received the lowest rating of 3.98 ("Very Good"), suggesting that while principals encourage innovation and critical thinking, there is room for improvement in supporting teachers' efforts to try new approaches and in valuing diverse perspectives. The results above demonstrate that school administrators are highly regarded for their transformational leadership practices. Strengthening aspects such as individualized support, communication, and encouragement of innovative practices could further elevate their leadership impact and contribute to the overall growth and development of the school community.

Problem 2. What is the perception of the respondents of their professionalism along the dimensions of competency, commitment, self-discipline, expertise, integrity, and interpersonal skills?

Table 3 below shows the respondents' perception of their professionalism along the different dimensions or components.

Table 3

Mean and Qualitative Description of the Respondents' Perception of their Professionalism (n=51)

Professionalism	Mean	Qualitative Description
Competency	4.22	High
Commitment	4.58	Very High
Self-discipline	4.19	High
Expertise	4.00	High
Integrity	4.61	Very High
Interpersonal Skills	4.54	Very High
Grand Mean	4.36	High

The level of professionalism among the teacher-respondents, as indicated by a grand mean of 4.36, is categorized as "High." This overall rating reflects a strong demonstration of professional qualities and behaviors that contribute positively to the educational environment. Among the dimensions, *Integrity* (4.61) and *Commitment* (4.58) were rated the highest, both described as "Very High." These results suggest that teachers consistently uphold ethical standards and exhibit unwavering dedication to their roles and responsibilities. Similarly, *Interpersonal Skills* (4.54, "Very High") highlight the teachers' ability to build strong relationships and collaborate effectively within the school community. The dimensions of *Competency* (4.22, "High"), *Self-discipline* (4.19, "High"), and *Expertise* (4.00, "High") demonstrate that teachers possess the necessary skills,

knowledge, and reliability to perform their duties effectively. However, these dimensions present opportunities for further growth. Enhancing expertise through targeted professional development and fostering greater consistency in self-discipline could elevate these aspects to "Very High" levels.

The above results show that the teacher-respondents exhibit a commendable level of professionalism, with particular strengths in integrity, commitment, and interpersonal skills. Efforts to further develop competency, expertise, and self-discipline could strengthen their overall professional practice, ensuring sustained excellence in education delivery.

Problem 3. Is there a significant difference in the perception of the respondents on transformational leadership practices and professionalism when group according to school.

Table 4

Analysis of Variance on the Perception of the Respondents of the Transformational Leadership Practices of their School Administrators when Grouped According to School

School	Mean	Computed F-value	Critical F-value	Remarks
A	4.18	2.06	3.19	Not Significant
B	4.14			
C	4.19			

Level of Significance: 0.05 Degrees of Freedom: 2 and 48

The data presented in Table 4 reveal that the computed F-value of 2.06 is below the critical F-value of 3.19 at a 0.05 level of significance, with 2 and 48 degrees of freedom. Consequently, the null hypothesis is accepted, indicating no statistically significant difference in the teacher-respondents' perceptions of the transformational leadership practices of their school administrators when grouped by school. This suggests that teachers across different schools hold similar views regarding the leadership practices exhibited by their administrators. The research findings highlight the teacher-respondents' perceptions of the transformational leadership practices of their school administrators and suggest notable consistencies across schools. The computed F-value of 2.06, which falls below the critical F-value of 3.19, indicates no significant differences in perceptions when teachers are grouped according to school. This result underscores the possibility of a shared leadership approach or consistent administrative practices across the institutions surveyed.

The absence of significant variation suggests that the school administrators may be uniformly applying transformational leadership principles, fostering environments of ethical behavior, inspirational motivation, intellectual stimulation, and individualized consideration. These findings could reflect a centralized training or development program for administrators or a shared commitment to a common vision and values within the educational system. Furthermore, the alignment in teacher perceptions indicates a level of coherence in leadership effectiveness that can positively influence teacher morale and collaboration. Consistent leadership practices can also contribute to a stable and predictable work environment, which is essential for fostering trust and confidence among teachers. However, while the findings suggest uniformity, they also raise important considerations. The lack of significant differences might obscure specific localized needs or challenges that certain schools face. School administrators should remain attentive to the unique contexts of their institutions to ensure that transformational leadership practices are adapted to address specific organizational and cultural nuances. The results point to a strong foundation of leadership within the district while highlighting the need for continuous improvement and context-sensitive application of transformational leadership principles.

The above findings, indicating a lack of significant differences, are supported by Mehdinezhad and Mansouri (2016), who emphasize that transformational leaders in education are highly attuned to the unique needs of both staff and students. By prioritizing personal growth and well-being, these leaders lay the foundation for academic excellence. They provide tailored support and cultivate a strong sense of community, fostering a positive school culture that benefits both individuals and the organization as a whole. Transformational leadership thus emerges as a pivotal influence in educational and global contexts. It encourages individuals to

rise above their immediate challenges and inspires them to contribute to a collective vision. This approach not only enhances individual performance but also drives broader organizational success, highlighting its significance in creating sustainable and thriving educational environments.

Table 5 in the succeeding page shows the analysis of variance on the perception of the teacher-respondents of their level of professionalism when grouped according to school.

Table 5

Analysis of Variance on the Perception of the Respondents of their Level of Professionalism when Grouped According to School

School	Mean	Computed F-value	Critical F-value	Remarks
A	4.37	3.12	3.19	Not Significant
B	4.35			
C	4.36			

Level of Significance: 0.05 Degrees of Freedom: 2 and 48

Table 5 indicates that the computed F-value of 3.12 falls below the critical F-value of 3.19 at the 0.05 level of significance, with 2 and 48 degrees of freedom. Consequently, the null hypothesis is accepted, signifying that there is no statistically significant difference in the teacher-respondents' perceptions of their level of professionalism when grouped by school. This finding suggests a consistent and uniform perception of professionalism among teachers, regardless of their specific school affiliations, reflecting a shared standard or culture of professional conduct across the institutions. The results of the analysis, as indicated by the acceptance of the null hypothesis, suggest that there is no significant difference in the perceptions of teacher-respondents regarding their level of professionalism when grouped according to school. This finding is insightful because it highlights the consistency and uniformity of professional values and behaviors among teachers across different schools. Despite potential differences in school environments, resources, or leadership styles, the teachers' perceptions of professionalism appear to be relatively similar. This could reflect a shared commitment to maintaining high standards of practice, driven by a common understanding of professional responsibility, ethics, and performance expectations.

The uniformity in perceptions of professionalism may also suggest that teachers are influenced more by broader educational norms and expectations than by specific school contexts. It may also indicate the effectiveness of national and regional policies that promote a standard of professionalism across the education system. The consistency of professionalism could be an outcome of continuous professional development programs, common teaching standards, and a collective desire to improve educational quality, regardless of school setting. This result also implies that factors such as school leadership, resources, and teaching methods do not significantly influence how teachers view their own professionalism. Instead, it may reflect a deeper, intrinsic commitment to their role as educators, influenced by personal values, peer interactions, and the broader educational framework. Thus, the findings contribute to a better understanding of the factors shaping teacher professionalism, emphasizing the collective standards upheld by teachers across schools.

The findings, which show no significant difference in the perceptions of teacher-respondents regarding their level of professionalism when grouped according to school, are supported by Day and Gu (2014). According to their research, teacher professionalism is defined by a strong commitment to student learning, continuous professional development, and a collaborative approach to education. These factors ensure the delivery of high-quality teaching and contribute to positive student outcomes. Teachers who embody professionalism regularly engage in reflective practices, seek opportunities for personal and professional growth, and collaborate with colleagues to improve the learning environment. This dedication enables teachers to adapt their methods to meet the diverse needs of their students, which is essential for academic success and fostering a positive classroom atmosphere. Therefore, teacher professionalism goes beyond effective teaching; it significantly shapes the educational experiences and achievements of students, underlining the importance of sustained commitment to teaching standards and professional values across schools.

Problem 4. Is there a significant relationship between the perceived school administrators' transformational leadership practices and teachers' professionalism?

Table 6

Correlation Coefficient Between the Perceived School Administrators' Transformational Leadership Practices and Teachers' Level of Professionalism

Compared Variables	Computed r-value	Critical r-value	Remarks
Transformational Leadership Practices (4.17)			
VS			
Decision-Making Skills (4.36)	0.517 (<i>moderate positive correlation</i>)	0.276	Significant
Degrees of Freedom: 49 Level of Significance: 0.05			

Table 6 reveals a moderate positive correlation between the perceived transformational leadership practices of school administrators and teachers' professionalism, indicated by a computed r-value of 0.517. This value exceeds the critical r-value of 0.276 at the 0.05 level of significance for 49 degrees of freedom, leading to the rejection of the null hypothesis. Consequently, a significant correlation between the two variables is established. This finding underscores the interconnectedness of transformational leadership and teacher professionalism. Transformational leadership practices, characterized by inspiring vision, individualized support, intellectual stimulation, and ethical leadership, play a pivotal role in fostering a professional environment for educators. When school administrators effectively implement these practices, they not only enhance teacher morale and commitment but also promote professional growth and collaboration among staff. This alignment of leadership style and professional conduct contributes to a cohesive and productive educational environment, ultimately benefiting student outcomes.

The researcher strongly believed that the moderate strength of the correlation suggests that while transformational leadership has a meaningful impact on teacher professionalism, other factors may also influence this relationship, warranting further exploration. Nevertheless, the results affirm the importance of cultivating transformational leadership in educational settings to support and elevate the standards of teacher professionalism. The significant correlation between transformational leadership practices of school administrators and the professionalism of teachers, as demonstrated in the findings, underscores the profound influence of leadership on educational environments. Mehdinezhad and Mansouri (2016) highlight that transformational leadership is pivotal in fostering a thriving educational ecosystem. This leadership style inspires teachers to elevate their professional standards by providing a vision that emphasizes collaboration, continuous growth, and a commitment to excellence. Transformational school administrators lead by example, embodying values that encourage teachers to reflect on their practices, innovate, and adapt to meet the diverse needs of students. By motivating educators through clear communication, shared goals, and a supportive environment, these leaders not only enhance the quality of education but also instill a strong sense of professional purpose among their staff. This alignment of leadership with teacher professionalism creates a virtuous cycle, where teachers feel empowered to act as mentors and role models, furthering the institution's mission.

The correlation also suggests that when teachers perceive their administrators as transformational leaders, they are more likely to engage in practices that reflect professionalism—such as commitment to student success, ethical behavior, and collaboration with peers. According to Mehdinezhad and Mansouri, transformational leadership transforms educational institutions into hubs of excellence and inclusivity, preparing both educators and students to contribute positively to society. In this context, the integration of transformational leadership practices within school administration is essential not only for cultivating professionalism among teachers but also for creating an environment where educators and students alike can thrive and achieve their full potential.

Problem 5. What educational management intervention program could be developed based on the significant findings of the study?

The study yielded significant findings that serve as a foundation for the development of a targeted course titles for implementation during the weekly SLAC sessions of each school aimed at empowering teachers. The **School Learning Action Cell (SLAC)** sessions are a professional development strategy implemented by the Department of Education (DepEd) in the Philippines. These sessions are designed to build the capacities of teachers and school staff by providing them with a platform for collaborative learning and peer-driven professional growth. This initiative is designed to enhance teachers' understanding of the transformational leadership practices demonstrated by their school administrators and to foster the continuous improvement of their own professionalism. By addressing key insights from the research, the program aims to bridge the gap between leadership strategies and professional growth, ultimately contributing to a more collaborative, innovative, and effective educational environment.

5. Conclusions

- Teachers rated their school administrators' leadership as highly effective, particularly in inspiring and motivating staff. However, areas like innovation and communication could be further improved.
- Teachers demonstrated a high level of professionalism, with strong scores in integrity, commitment, and interpersonal skills, while there is room for growth in competency, self-discipline, and expertise.
- There was no significant difference in teacher perceptions of transformational leadership practices when grouped by school, indicating uniform views across schools.
- Teachers maintained a consistent perception of their professionalism across schools, reflecting a shared standard of professional conduct within the institutions.
- A moderate positive correlation was found between transformational leadership practices and teachers' professionalism, suggesting effective leadership positively influences teacher behavior.
- Key findings from the study will inform the development of course content for SLAC sessions, aiming to improve teachers' understanding of transformational leadership and foster their continuous professional development.

Recommendations

- Given the positive perceptions of transformational leadership practices, school administrators should receive continuous professional development focused on innovation and fostering diverse perspectives. Specifically, training should address areas like Intellectual Stimulation and improving communication to further enhance their leadership effectiveness.
- As teachers demonstrate strong professionalism in integrity, commitment, and interpersonal skills, but with room for improvement in competencies like self-discipline and expertise, targeted professional development programs should focus on refining these areas. Training sessions should include best practices for enhancing teaching strategies, consistency in behavior, and expanding subject matter expertise.
- Since teachers across schools have similar perceptions of leadership and professionalism, school administrators should encourage and facilitate more cross-school collaboration. This can be achieved through joint professional development sessions, mentorship programs, and inter-school forums to share best practices and foster a culture of collective growth.
- To address the opportunities identified in Intellectual Stimulation, school administrators should create more opportunities for teachers to innovate in the classroom. This could include encouraging teacher-led initiatives, providing autonomy in teaching methods, and recognizing innovative approaches to teaching and learning.

- The findings suggest a strong alignment between transformational leadership and teacher professionalism. SLAC sessions should be expanded to include more content on leadership development, focusing on creating a deeper understanding of the relationship between leadership practices and teacher performance. These sessions should incorporate action-oriented activities that connect leadership practices with real-life teaching scenarios.
- To maintain and improve the high levels of professionalism, schools should implement regular feedback mechanisms that allow teachers to reflect on their practices and identify areas for growth. This can include peer reviews, self-assessments, and discussions during SLAC sessions, fostering a culture of continuous improvement and mutual support among teachers.

6. References

- Altinkurt, Y. & Yılmaz, K. (2014). The relationship between teachers' professional professionalism and job satisfaction. *Sakarya Üniversitesi Eğitim Fakültesi Dergisi*, 4(2), 57-71.
- Altun, M. (2017). The effects of teacher commitment on student achievement: A case study in Iraq. *International Journal of Academic Research in Business and Social Sciences* 2017, Vol. 7, No. 11 ISSN: 2222-6990
- Atasoy, R., & Yalçın, M. T. (2023). How school leadership affects teachers' professionalism via trust in administrator in bureaucratic school structures. *i.e.: inquiry in education*, 15(1), Article 2.
- Avolio, B. J., & Bass, B. M. (1995). *Individualized consideration*. In B. M. Bass & B. J. Avolio (Eds.), *Improving organizational effectiveness through transformational leadership* (pp. 101-113). Sage Publications.
- Avolio, B. J., & Yammarino, F. J. (2013). *Transformational and charismatic leadership: The road ahead 10th anniversary edition*. Emerald Group Publishing.
- Bass, B. M. (1985). *Leadership and performance beyond expectations*. Free Press.
- Bass, B. M., & Avolio, B. J. (1994). *Improving organizational effectiveness through transformational leadership*. Sage Publications.
- Bass, B. M., & Riggio, R. E. (2016). *Transformational leadership* (2nd ed.). Psychology Press.
- Bowrin, C. M. (2024). *Perceptions and experiences of teacher professionalism among prospective teachers in Trinidad and Tobago* (Doctoral dissertation, Walden University). ProQuest LLC. Retrieved from [ProQuest URL]
- Buenvinida, L. P., & Ramos, M. T. S. (2019). Transformational leadership practices of school heads and performance of city schools in the Division of the First District of Laguna, Philippines. *PEOPLE: International Journal of Social Sciences*, 4(3), 799–812. <https://doi.org/10.20319/pijss.2019.43.799812>
- Burns, J. M. (1978). *Leadership*. Harper & Row.
- Cambridge Dictionary. (2015). *Transform*. In *Cambridge Dictionary*. Cambridge University Press. <https://dictionary.cambridge.org/dictionary/english/transform>
- Carlton, B. (2014). *The role of integrity in educational leadership: Fostering virtues in schools*. Educational Leadership Journal, 12(3), 45-58.
- Cheng, T., Chen, J., & Bryant, D. A. (2021). Teacher leaders' emotions mirror teacher professionalism via collegial trust. *Asia-Pacific Education Researcher*, 30(4), 361-373. <https://doi.org/10.1007/s40299-021-00561-2>
- Creswell, J. W. (2018). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (4th ed.). Thousand Oaks, CA: SAGE Publications.
- Day, C., & Gu, Q. (2014). *Resilient teachers, resilient schools: Building and sustaining quality in testing times*. Routledge.
- Dehghan, R. (2022). *Interpersonal skills in education: Enhancing communication and collaboration in schools*. Journal of Educational Development, 18(2), 67-81.
- Esguerra, J. B., & Callo, E. C. (2021). Emerging educational professionalism and teachers' competence in the times of pandemic. *International Multidisciplinary Research Journal*, 3(3), 2021.

<https://doi.org/10.54476/iimrj248>

- Finnigan, K. S., & Daly, A. J. (2017). *The trust gap: Understanding the effects of leadership on trust and teacher turnover in a high-poverty urban school district*. *American Educational Research Journal*, 54(4), 621-659. <https://doi.org/10.3102/0002831217692229>
- Garrett, H. E., & Woodworth, R. S. (1969). *Statistics in psychology and education* (p. 329). Vakils, Feffer and Simons Pvt. Ltd.
- Goodwin, A. L. (2021). Teaching standards, globalization, and conceptions of teacher professionalism. *European Journal of Teacher Education*, v44 n1 p5-19 2021
- Gueco, P. B. T., Puno, P. M. G., Florencondia, N. T., Manzon, R. D. S., & Aduna, J. R. (2022). Transformational leadership style and its impact on the performance of construction companies. *International Journal of Progressive Research in Science and Engineering*, 3(03), 33–45.
- Gumah, B., Wenbin, L., & Aziabah, M. A. (2021). Supervisors' leadership styles' influence on foreign teachers' self-efficacy in a cross-cultural work setting: A moderated mediation analysis. *SAGE Open*, 1-11. <https://doi.org/10.1177/2158244021994546>.
- Hallinger, P., & Chen, J. (2015). *Review of research on educational leadership and management in Asia: A comparative analysis of research topics and methods, 1995–2012*. *Educational Management Administration & Leadership*, 43(1), 5-27. <https://doi.org/10.1177/1741143214535744>
- Hariharan, K., & Anand, V. (2023). Transformational leadership and learning flows. *Learning Organization*, 30(3), 309–325. <https://doi.org/10.1108/TLO-12-2022-0134>
- Kaya, M., & Koçyigit, M. (2023). The relationship between transformational leadership and teacher self-efficacy in terms of national culture. *Educational Process: International Journal*, 12(1), 36-52.
- Kirkpatrick, S. A., & Locke, E. A. (2016). *Leadership: Theory and research*. In D. V. Day, D. S. Dawes, & M. H. Nordstrom (Eds.), *The Oxford handbook of leadership and organizations* (pp. 128-142). Oxford University Press.
- Kocak, S., & Bozkurt Bostanci, A. (2020). Does public leadership improve school effectiveness through strengthening teacher professionalism? *Eurasian Journal of Educational Research*, (90), 19-44.
- Korkmazgil, S. and Seferoglu, G. (2021). Teacher professionalism: Insights from Turkish teachers of english into the motives that drive and sustain their professional practices. *Journal of Education for Teaching: International Research and Pedagogy*, v47 n3 p366-378 2021
- Kowalski, T. J. (2014). *Competency in teaching: A guide for educational professionals*. *Educational Practice Review*, 20(1), 30-42.
- Lai, E., & Cheung, D. (2015). Enacting teacher leadership: The role of teachers in bringing about change. *Educational Management Administration & Leadership*, 43(5), 673–692.
- Leithwood, K., & Jantzi, D. (2015). *Transformational leadership*. In B. A. Hoy & M. DiPaola (Eds.), *The future of educational leadership* (pp. 63-85). Sage Publications.
- Liu, L. B., Conner, J. M., & Li, Q. (2023). Cultivating teacher professionalism in Chinese and U.S. settings: Contexts, standards, and personhood. *Education Inquiry*, 14(1), 22-39. <https://doi.org/10.1080/20004508.2022.2142839>
- Liu, P., & Li, X. (2020). *Transformational school leadership and teacher commitment to organizational values: The mediating role of teacher agency*. *Educational Management Administration & Leadership*, 48(4), 663-679. <https://doi.org/10.1177/1741143219836686>
- Lopez, M. M. (2023). *Organizational health of schools in the Apo Jose Catholic educational systems of Nueva Ecija: Its correlation to decision-making practices of principals and teachers' professionalism* (Doctoral dissertation). Nueva Vizcaya State University, College of Arts and Sciences.
- Mangulabnan, B., Dela Rosa, R., & Vargas, D. (2021). Transformational leadership styles of school principals in Central Luzon, Philippines. *SSRN*. <https://ssrn.com/abstract=3804879> or <http://dx.doi.org/10.2139/ssrn.3804879>
- Mehdinezhad, V., & Mansouri, M. (2016). School principals' leadership behaviours and its relation with teachers' sense of self-efficacy. *International Journal of Instruction*, 9(2), 51-60. <https://doi.org/10.12973/iji.2016.924a>

- Mills, O. (2023). *Teachers as transformational leaders*. The Sun Online. <https://suntci.com/teachers-as-transformational-leaders>
- Mossman, I. (2017). Dignity and respect in the classroom. Learning Hub View. Cardiff University. Available at: <https://www.cardiff.ac.uk/learning-hub/view/dignity-and-respect-in-the-classroom>
- Ng, F. S. D., & Szeto, E. (2016). *Preparing school leaders: The professional development needs of newly appointed principals*. Educational Management Administration & Leadership, 44(5), 669-687. <https://doi.org/10.1177/1741143215570305>
- Ng, L. T. & Rivera, J. P. R. (2018). Exploring transformational leadership and fellowship in a cultural context: The case of the Philippines. Asia-Pacific Social Science Review, 17(3), 136-141.
- Noori, A. Q., Orfan, S. N., & Noori, N. (2024). Principals' transformational leadership and teachers' emotional intelligence: A cross-sectional study of Takhar high schools, Afghanistan. *Leadership and Policy in Schools*, 23(3), 550–565. <https://doi.org/10.1080/15700763.2024.1234567>
- Northouse, P. G. (2016). *Leadership: Theory and practice* (7th ed.). Sage Publications.
- OCM Solutions. (2024). *Best guide to everything you need to know about transformational leadership in schools*. OCM Solution. <https://www.ocmsolution.com/transformational-leadership-in-education/>
- Ovando, M.N. (2020). Effects of Teachers' Leadership on Their Teaching Practices.
- Polit, D. F., & Beck, C. T. (2021). *Nursing research: Generating and assessing evidence for nursing practice* (11th ed.). Wolters Kluwer.
- Pope, P. (2024). *The impact of Head Start middle managers' transformational leadership on organizational learning and innovativeness in the United States* (Doctoral dissertation, North Carolina Agricultural and Technical State University). ProQuest LLC.
- Sabocohan, A. O., & Supremo, M. E., Jr. (2016). Professionalism and teaching performance of faculty members in state universities and colleges in Eastern Visayas, Philippines. *International Journal of Education and Research*, 4(8), 1-16.
- Sarong, J. S. (2023). Exploring transformative leadership approaches in modern educational institutions. *Randwick International of Education and Linguistics Science Journal*, 4(4), 873-881. <https://doi.org/10.47175/rielsj.v4i4.845>
- Sasson, R. (2015). *Self-discipline: A key to professional success in education*. Journal of Educational Psychology, 27(4), 152-160.
- Sebastian, J., & Allensworth, E. (2019). *Linking principal leadership to organizational growth and student achievement: A moderated mediation analysis*. Journal of Educational Administration, 57(4), 391-411. <https://doi.org/10.1108/JEA-12-2018-0257>
- Setyowati, E. H. (2023). The application on teacher discipline to improve teacher performance. Retrieved from <https://eudl.eu/pdf/10.4108/eai.20-8-2019.2288101> on March 20, 2023.
- Stahl, G. (2014). *Expertise and ethics in teaching: Intellectual and moral development in education*. Journal of Teacher Education, 22(2), 99-112.
- Sudario, J. A. (2023). Professional identity as a construct of teaching performance of public secondary teachers in Davao Oriental Division. *International Journal of Research Publication and Reviews*. Retrieved from <https://doi.org/10.55248/gengpi.5.0724.1610>
- Teachmint (2023). Teaching competencies. Retrieved from <https://www.teachmint.com> on April 6, 2023
- Toh, C., & Yan-Li, S. (2024). Teachers' transformational leadership and teaching behaviour in enhancing secondary private school students' interest in science: A mediation analysis. *Malaysian Online Journal of Educational Sciences*, 12(1), 14–28.
- Uy, F., Andrin, G., Vestal, P., Malbas, M., Cardines, M., & Kilag, O. K. (2024). Transformative leadership in Philippine education: Fostering innovation and excellence. *International Multidisciplinary Journal of Research for Innovation, Sustainability, and Excellence (IMJRIS)*, 1(3), 185-190. <https://risejournals.org/index.php/imjrise/article/view/203>
- Wang, G., & Howell, J. M. (2015). *The effects of transformational and transactional leadership on followers' outcomes*. In A. A. W. N. Tsui & C. L. K. Chiu (Eds.), *Handbook of leadership research* (pp. 415-429). Cambridge University Press.

- Yacon, A., & Cayaban, N. B. (2023). Transformational leadership and adaptive performance in the international schools in the Philippines: A basis for an organizational support framework. *International Journal of Advanced Research*, 11(1), 318-349. <https://doi.org/10.21474/IJAR01/16023>
- Yin, R. K. (2015). *Case Study Research: Design and Methods* (6th ed.). Thousand Oaks, CA: SAGE Publications.
- Yukl, G. (1989). *Leadership in organizations*. Prentice Hall.

