

# Transformational leadership, professional development, and innovative teaching strategies among secondary school teachers

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## *Abstract*

This study examined the relationship between transformational leadership, professional development support, and innovative teaching strategies among 419 secondary school teachers in the Division of Batangas City using a descriptive research design. Weighted mean and standard deviation were used to describe the variables, while independent samples t-test and one-way ANOVA determined differences based on profile variables. Pearson r was used to assess the relationships among the variables. The study aimed to determine how leadership practices and professional development influence the implementation of innovative teaching strategies in the classroom. Findings indicated that school leaders demonstrated strong transformational leadership practices, particularly in inspiring, motivating, and empowering teachers. These leadership behaviors contributed positively to teacher engagement and overall school performance. Furthermore, the results showed that professional development support provided by school leaders is highly effective across different domains, especially in promoting career advancement and encouraging collaborative professional learning communities. However, mentorship and training initiatives may still be enhanced to maximize their practical impact on teaching practices. The study also revealed that teachers implemented innovative teaching strategies to a very great extent, with the highest emphasis on developing students' social skills, followed by creativity, critical thinking, and information and communication technology (ICT) skills. Moreover, the analysis showed a significant positive relationship between professional development support and innovative teaching strategies, indicating that teachers who receive stronger professional development support are more likely to adopt innovative instructional practices. The study recommends strengthening professional development initiatives through targeted training, mentorship, collaborative learning communities, structured feedback mechanisms, equitable access to development opportunities, and the integration of ICT tools to further enhance innovative teaching practices among teachers.

**Keywords:** innovative teaching strategies, professional development, secondary school teachers, teacher engagement, teaching practices, transformational leadership

## **Transformational leadership, professional development, and innovative teaching strategies among secondary school teachers**

### **1. Introduction**

In recent years, the landscape of education in the Philippines has been undergoing a major transformation as schools and educators respond to global demands for innovation, accountability, and professional growth. The rapid changes brought by the Fourth Industrial Revolution, coupled with the growing influence of the digital economy, have reshaped the expectations placed upon teachers and school leaders. The 21st-century learning environment now requires educational systems to go beyond traditional instruction and adopt leadership and teaching approaches that foster creativity, critical thinking, collaboration, and lifelong learning. As education increasingly aligns with national development goals and global standards, the role of school leaders and teachers has become more vital than ever.

Transformational leadership has been globally and locally identified as one of the most effective means to improve teacher performance, motivation, and overall school success. In the context of this study, secondary school teachers serve as the primary respondents and are tasked to assess the extent to which their school heads demonstrate transformational leadership practices. These leadership practices include articulating a clear vision, demonstrating integrity, empowering teachers, and fostering resilience within the school community. Parallel to leadership, professional development has been identified as a cornerstone of teacher effectiveness and school improvement. In this study, teachers, as respondents, will also report their experiences and level of engagement in professional development programs provided by their schools or the Department of Education. Recent literature emphasizes that high-quality professional development should be sustained, collaborative, and closely aligned with classroom practice (Darling-Hammond et al., 2019). Such programs empower teachers to adapt to curriculum reforms, integrate technology, and implement learner-centered pedagogies. However, disparities persist in how professional development programs are implemented.

This persistent challenge highlights a research gap in understanding how transformational leadership and professional development jointly influence teachers' adoption of innovative teaching strategies, particularly in the Philippine public school context. While studies conducted abroad and in neighboring Asian countries confirm that these variables significantly contribute to teacher and student success, local empirical evidence remains limited. In the Division of Batangas City, where educational reforms such as the K to 12 Curriculum and teacher empowerment programs are continuously being strengthened, there is a pressing need to explore how teachers perceive their school leaders' transformational leadership, how they experience professional development, and how these factors relate to their implementation of innovative teaching strategies.

This study thus seeks to examine the relationship among transformational leadership, professional development, and innovative teaching strategies among secondary school teachers in the Division of Batangas City. Teachers will serve as the respondents who will evaluate their school leaders' transformational leadership behaviors, report their professional development experiences, and assess their own teaching practices. Findings from this research are expected to bridge theoretical and contextual gaps in the existing literature and provide data-driven insights for improving leadership practices and capacity-building programs that nurture teacher innovation. Through this investigation, school administrators may gain a deeper understanding of how to lead with vision and empathy to promote a culture of professional learning and instructional creativity. Teachers may also benefit by recognizing the importance of continuous professional growth in enhancing their teaching effectiveness. Moreover, the study will guide policymakers and education officials in designing leadership frameworks and teacher development programs that align with the Department of Education's commitment to delivering quality, equitable, and transformative education for all Filipino learners.

**Objectives of the Study** - This study aimed to examine the relationship among transformational leadership, professional development, and innovative teaching strategies among secondary teachers in the Division of Batangas City. Specifically, it sought to assess the transformational leadership practices of school leaders as perceived by teachers, focusing on the dimensions of visionary, inspiring, empowering, and resilient leadership. The study also intended to examine the professional development support received by teachers in relation to their participation in training and workshops, learning communities and collaborative activities, mentorship and coaching programs, and opportunities for advancement and career growth. In addition, it seeks to evaluate the extent to which teachers employ innovative teaching strategies in developing critical thinking, creativity, social skills, and information and communication technology (ICT) skills among learners. Furthermore, the study aimed to examine the relationships among these variables. Finally, based on the findings, the study proposed a leadership and development plan designed to enhance innovative teaching strategies among secondary teachers.

## 2. Methods

**Research Design** - In order to investigate the association between transformational leadership, professional development, and innovative teaching strategies among secondary school teachers in the Division of Batangas City, this study employed a descriptive quantitative research design. The study utilized a validated questionnaire to gather quantitative data from secondary school teachers within the division. Quantitative research is a systematic method of inquiry that focuses on measuring and analyzing relationships, behaviors, and phenomena using numerical data and statistical techniques. It aims to determine the extent and nature of relationships among variables, employing structured instruments such as surveys or standardized assessment tools to ensure the reliability and generalizability of the findings. This approach emphasizes objectivity, replicability, and empirical validation, enabling the researcher to draw meaningful conclusions about how transformational leadership and professional development influence teachers' adoption of innovative teaching strategies. According to Ghanad (2023), qualitative research focuses on the quality of data and aims to uncover the reasons and motivations behind actions, as well as how individuals interpret their experiences and the world around them. It provides insights into the context of a problem and helps generate ideas and hypotheses. On the other hand, quantitative research strives to build knowledge and understanding based on variables explored within a study. Therefore, during its planning and design stages, it undergoes a continuous cycle of hypothesis formulation, creativity, discipline, and patience.

**Participants of the Study** - To examine the relationship among transformational leadership, professional development, and innovative teaching strategies, the study will involve secondary school teachers from the Division of Batangas City. The target population comprises 1,169 secondary school teachers, from which a representative sample of at least 419 participants will be selected using simple random sampling. Participants will be selected and categorized based on sex, age, length of service, and highest educational attainment to ensure a diverse representation of demographic and professional profiles. This selection criterion will allow for a more comprehensive understanding of how transformational leadership and professional development influence the implementation of innovative teaching strategies among teachers across different backgrounds and experiences.

**Data Gathering Instrument** - To gather the necessary data, the researcher utilized a questionnaire as the primary data-gathering instrument. The questionnaire was designed based on the research problems and objectives of the study, which focuses on examining the relationship among transformational leadership, professional development, and innovative teaching strategies among secondary school teachers in the Division of Batangas City. The questionnaire consists of four main sections, each of them corresponding to the study's primary variables. The initial section gathers information about the personal and professional characteristics of the respondents, for example, age, gender, length of service, and highest level of education. These demographic details serve the purpose of determining if they influence teachers' views on leadership, professional development, and teaching innovation. The second section assesses the extent of transformational leadership demonstrated by school heads as perceived by teachers. The indicators focus on four dimensions: visionary leadership, inspiring leadership, empowering leadership, and resilient leadership. Respondents rate each statement using a four-point Likert scale ranging from 4 – Strongly Agree to 1 – Strongly Disagree, indicating the extent of their agreement with each item

related to their school leaders' practices. The third section determines the level of professional development opportunities and support received by teachers. The items emphasize participation in training and workshops, involvement in learning communities and collaborative activities, engagement in mentorship and coaching programs, and access to career advancement opportunities. Teachers indicate the degree to which they benefit from these professional development initiatives using a four-point Likert scale ranging from 4 – Always to 1 – Never. The last section is about the evaluation of the degree of innovative teaching strategies used by the teachers in their classrooms. The leading concepts are critical thinking, creativity, social skills, and information, communication, and technology (ICT) skills. The teachers evaluate how often and how well they use these strategies on a four-point scale from 4-great extent to 1-least extent.

The questionnaire was carefully structured to ensure clarity and ease of response, allowing participants to provide accurate answers. After its initial drafting, the instrument underwent validation by experts in education and research to establish its content validity and reliability. The feedback, corrections, and recommendations from the adviser and panel members were thoroughly reviewed and incorporated into the final version. Once approved, the researcher reproduced the validated questionnaire and distributed it to the selected respondents, assuring them that all responses would remain strictly confidential and used exclusively for research purposes. The reliability testing was administered to the thirty (30) potential respondents of the selected public school in Division of Batangas City. Each item in the questionnaire was statistically treated and analyzed. Overall, the results indicate that the instrument demonstrates high internal consistency and reliability. Leadership-related indicators such as Visionary Leadership (0.939), Inspiring Leadership (0.944), Empowering Leadership (0.914), and Resilient Leadership (0.973) all achieved excellent reliability. Similarly, professional development indicators, including Participation in Trainings and Workshops (0.939), Learning Communities and Collaborative Activities (0.952), Mentorship and Coaching Programs (0.934), and Advancement and Career Growth (0.937)—also showed excellent reliability. In terms of innovative teaching strategies, Creativity (0.915) obtained an excellent reliability rating, while Critical Thinking (0.863), Social Skills (0.895), and Information Communication and Technology Skills (0.885) were rated good, indicating acceptable internal consistency. In summary, the reliability analysis confirms that the research instrument is highly reliable, as the majority of indicators fall within the excellent range, while the remaining indicators still meet the good reliability standard, making the instrument suitable for data collection and analysis.

**Data Gathering Procedure** - The researcher initially secured permission to conduct the study by writing a letter of request to the Schools Division Superintendent of the Schools Division of Batangas City. Upon approval, the researcher sought the assistance of teachers who served as respondents of the study. After permission was granted, the teacher-respondents were requested to answer the questionnaire designed to gather the necessary data. The survey was administered through both Google Forms and printed questionnaires to ensure accessibility and convenience for all participants. The responses of the teachers were automatically retrieved, tallied, and analyzed using the appropriate statistical treatments.

**Data Analysis** - The information from the respondents using a validated questionnaire was carefully planned, recorded, and processed by the relevant statistical tools. The analysis made it possible to measure the level of transformational leadership practices of school heads, extent of professional development support given to teachers, and the degree of implementation of innovative teaching strategies in the classroom. To determine the perceived level of transformational leadership practices of school heads, the extent of professional development support, and the level of implementation of innovative teaching strategies, the weighted mean and standard deviation were utilized. The weighted mean was used to measure the average level of teachers' perceptions for each indicator, while the standard deviation described the degree of variability or consistency of responses among the respondents.

To determine the relationship among transformational leadership, professional development, and innovative teaching strategies, the Pearson Product-Moment Correlation Coefficient (Pearson  $r$ ) was used. This statistical test measured the strength and direction of the linear relationship among the variables under study. A four-point Likert scale was employed to interpret the mean scores of the respondents' answers. The scale was defined as follows: a

mean range of 3.50 to 4.00 was interpreted as *Strongly Agree*, indicating a *Great Extent* or that the behavior is *Always* observed; 2.50 to 3.49 was interpreted as *Agree*, reflecting a *Moderate Extent* or *Often* observed; 1.50 to 2.49 was interpreted as *Disagree*, indicating a *Slight Extent* or *Sometimes* observed; and 1.00 to 1.49 was interpreted as *Strongly Disagree*, corresponding to the *Least Extent* or *Never* observed. This scaling allowed for a consistent and systematic interpretation of teachers’ perceptions regarding transformational leadership practices, professional development support, and innovative teaching strategies.

**Ethical Considerations** - The researcher strictly adhered to essential ethical considerations in the conduct of the study. Participation was entirely voluntary, and respondents were assured that they could withdraw at any point without any penalty or negative consequence. Informed consent was secured through signed consent forms, ensuring that participants fully understood the purpose and procedures of the research. The researcher also confirmed that no conflict of interest existed, as the study was undertaken solely for academic and research purposes. Potential risks to participants were minimal, limited only to slight mental strain from answering the questionnaire; nevertheless, measures were taken to ensure that all items were clearly stated and that respondents were given adequate time to complete them comfortably. To uphold ethical standards, anonymity and confidentiality were strictly maintained through the use of coding procedures, secure storage of data, and the removal of any identifying information in the presentation and interpretation of the study’s findings.

### 3. Results and discussion

**Table 1**

*Summary Table on Transformational Leadership Practices of School Leaders*

Indicators	Weighted Mean	Verbal Interpretation	Rank
Visionary Leader	3.68	Strongly Agree	4
Inspiring Leader	3.74	Strongly Agree	1
Empowering Leader	3.73	Strongly Agree	2
Resilient Leader	3.70	Strongly Agree	3
Composite Mean	3.71	Strongly Agree	

*Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 – 1.49 = Strongly Disagree*

Table 1 presents a summary of the transformational leadership practices of school leaders across the four dimensions: Visionary, Inspiring, Empowering, and Resilient leadership. The results show that all indicators are strongly agreed upon by respondents, with a composite mean of 3.71. This indicates that school leaders are generally perceived to demonstrate effective transformational leadership practices in multiple dimensions, which positively influence the school environment and organizational performance. Among the four dimensions, Inspiring Leadership obtained the highest weighted mean of 3.74, ranking first. This suggests that school leaders are particularly effective in motivating and encouraging teachers, fostering enthusiasm, and inspiring continuous improvement in teaching practices. The emphasis on inspiring leadership aligns with the literature, which highlights that leaders who motivate and communicate a clear vision enhance employee engagement, commitment, and overall organizational performance (Aldarmaki, 2019; Kasim, 2019; Joshi et. al.,2021).

The Empowering Leadership dimension ranked second with a weighted mean of 3.73, indicating that leaders provide teachers with autonomy, opportunities for professional growth, and the ability to contribute meaningfully to school initiatives. Empowering leadership fosters confidence, innovation, and collaboration among staff members, supporting findings by Lee et al. (2018) and Amundsen et al. (2019), who emphasize that empowering leaders enhance engagement, creativity, and organizational commitment. Resilient Leadership ranked third with a weighted mean of 3.70, showing that school leaders can manage challenges, support staff and students, and guiding the school through changes and crises. Resilient leaders maintain stability, model perseverance, and help the school adapt to evolving educational needs (Hargreaves et. al.,2018).

Finally, Visionary Leadership obtained the lowest weighted mean of 3.68, ranking fourth, although it is still interpreted as Strongly Agree. This suggests that while school leaders clearly articulate the school’s long-term goals and align activities with the mission and vision, there may still be opportunities to further strengthen strategic

planning and the promotion of innovative ideas. Visionary leadership remains crucial, as it provides direction, shared purpose, and long-term guidance to the school community (Smith, 2018).

**Table 2**

*Summary Table on the Level of Professional Development Support Received by Teachers*

Indicators	Weighted Mean	Verbal Interpretation	Rank
Participation in Training and Workshops	3.74	Strongly Agree	3
Learning Communities and Collaborative Activities	3.76	Strongly Agree	2
Mentorship and Coaching Programs	3.73	Strongly Agree	4
Advancement and Career Growth	3.78	Strongly Agree	1
Composite Mean	3.75	Strongly Agree	

*Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 – 1.49 = Strongly Disagree*

Based on the data from Table 2, a comprehensive analysis of the professional development support provided to teachers reveals high levels of effectiveness across all domains, with a composite mean of 3.75, interpreted as Strongly Agree. The table provides valuable insights into how teachers perceive the support they receive in terms of participation in training, collaborative activities, mentorship, and career advancement, and how these supports influence their professional growth, motivation, and performance. As for advancement and career growth, Table 11 indicates that school leaders are particularly effective in encouraging teachers to participate in competitions and programs, pursue promotions, and engage in graduate studies, with a weighted mean of 3.78, ranking first among the indicators. This strong support aligns with Capistrano (2025), who emphasized that professional development opportunities linked to career pathways and positive performance feedback enhance teacher motivation, career mobility, and long-term engagement. Similarly, OECD (2021, 2022) highlighted that transparent and structured career progression fosters continuous improvement, while UNESCO (2023) stressed the importance of equitable access to such opportunities for promoting educational quality and inclusivity.

Following closely, the support for learning communities and collaborative activities (mean = 3.76, rank 2) demonstrates that school leaders promote professional learning communities, co-teaching, and peer mentoring to facilitate knowledge sharing and instructional improvement. These practices are supported by Yue (2019) and Sun et al. (2018), who found that mentoring, peer observation, and collaborative engagement develop teachers' 21st-century skills, reflective practice, and confidence, ultimately enhancing teaching quality and school-wide performance. The lowest-ranked indicators, mentorship and coaching programs (mean = 3.73, rank 4) and participation in training and workshops (mean = 3.74, rank 3), indicate that while these supports are strong, there is potential to further optimize structured guidance, feedback, and practical application in professional development. Liu et al. (2020) argue that sustained engagement, targeted mentoring, and reflective feedback are critical for translating professional development into improved instructional practice. Recent literature further emphasizes that professional development is most effective when it is ongoing, content-focused, and incorporates active learning and coaching support (Darling-Hammond et al., 2019; Sims et al., 2020). Moreover, the integration of follow-up support and opportunities for practical application ensures that training translates into improved classroom practices (OECD, 2019). Strengthening these areas can further enhance the overall impact of professional development programs and ensure more meaningful and sustained teacher growth.

**Table 3**

*Summary Table on Innovative Teaching Strategies Implemented by Teachers*

Indicators	Weighted Mean	Verbal Interpretation	Rank
Critical Thinking	3.73	Great Extent	3
Creativity	3.80	Great Extent	2
Social Skills	3.83	Great Extent	1
Information Communication and Technology Skills	3.65	Great Extent	4
Composite Mean	3.75	Great Extent	

*Legend: 3.50 – 4.00 = Great Extent; 2.50 – 3.49 = Moderate Extent; 1.50 – 2.49 = Slightly Extent; 1.00 – 1.49 = Least Extent*

Table 3 highlights the extent of innovative teaching strategies implemented by teachers, emphasizing key competencies such as critical thinking, creativity, social skills, and Information and Communication Technology (ICT) skills. The table reveals a composite mean of 3.75, interpreted as Very Great Extent, indicating that teachers

consistently integrate innovative instructional strategies into their teaching practices. The results suggest that educators actively employ diverse pedagogical approaches that support student engagement, collaboration, and higher-order thinking skills in the learning process.

The findings show that social skills ranked first with a weighted mean of 3.83, followed by creativity (mean = 3.80) and critical thinking (mean = 3.73). These results indicate that teachers strongly demonstrate interpersonal competence, collaborative practices, and creative instructional approaches in the classroom. The emphasis on social interaction and creativity reflects the importance of fostering supportive learning environments where students can communicate effectively, collaborate with peers, and develop innovative thinking skills. This aligns with the study of Tahiri (2021), which emphasized that innovative teaching approaches that integrate creativity and interactive learning strategies significantly enhance students' engagement, collaboration, and critical thinking abilities. Meanwhile, Information and Communication Technology (ICT) skills ranked fourth, with a weighted mean of 3.65, although still interpreted as Very Great Extent. This suggests that teachers demonstrate strong competence in integrating technology into their instructional practices, though there may still be opportunities to further strengthen the depth of ICT integration in teaching and learning processes. According to Peng et al. (2023), teachers' digital competence and confidence play a crucial role in successfully integrating ICT-based instruction, which enhances student participation and promotes innovative learning experiences in digital learning environments. Overall results indicate that teachers effectively implement innovative teaching strategies across multiple dimensions, particularly in promoting social interaction, creativity, and critical thinking among learners. These competencies reflect teachers' readiness to address the demands of 21st-century education, where collaborative learning, problem-solving, and digital literacy are essential components of effective teaching and learning.

Table 4 presents the relationship between transformational leadership and professional development support. The results show that all correlations are statistically significant at  $p < .001$ , indicating that the different dimensions of transformational leadership are significantly associated with the various forms of professional development support. Moreover, all correlation coefficients are positive, which means that as the level of transformational leadership increases, the level of professional development support perceived by respondents also tends to increase. In terms of the visionary leader, the findings show moderate positive relationships with all aspects of professional development support. Participation in training and workshops ( $r = .541$ ), mentorship and coaching programs ( $r = .557$ ), and learning communities and collaborative activities ( $r = .445$ ) all demonstrate moderate correlations, while advancement and career growth ( $r = .370$ ) shows a relatively lower but still meaningful positive relationship.

**Table 4**  
*Relationship Between Transformational Leadership and Professional Development Support*

Transformational Leadership	r-value	p-value	Interpretation
<b>Visionary Leader</b>			
Participation in Training and Workshops	.541**	<.001	Highly Significant
Learning Communities and Collaborative Activities	.445**	<.001	Highly Significant
Mentorship and Coaching Programs	.557**	<.001	Highly Significant
Advancement and Career Growth	.370**	<.001	Highly Significant
<b>Inspiring Leader</b>			
Participation in Training and Workshops	.429**	<.001	Highly Significant
Learning Communities and Collaborative Activities	.429**	<.001	Highly Significant
Mentorship and Coaching Programs	.539**	<.001	Highly Significant
Advancement and Career Growth	.426**	<.001	Highly Significant
<b>Empowering Leader</b>			
Participation in Training and Workshops	.501**	<.001	Highly Significant
Learning Communities and Collaborative Activities	.506**	<.001	Highly Significant
Mentorship and Coaching Programs	.631**	<.001	Highly Significant
Advancement and Career Growth	.502**	<.001	Highly Significant
<b>Resilient Leader</b>			
Participation in Training and Workshops	.591**	<.001	Highly Significant
Learning Communities and Collaborative Activities	.547**	<.001	Highly Significant
Mentorship and Coaching Programs	.580**	<.001	Highly Significant
Advancement and Career Growth	.408**	<.001	Highly Significant

Legend: Significant at  $p$ -value < 0.01

These results suggest that leaders who clearly communicate long-term goals and direction tend to encourage greater participation in professional development initiatives and foster collaborative learning opportunities within the organization. For the inspiring leader dimension, all indicators of professional development support also exhibit significant positive correlations. Participation in training and workshops ( $r = .429$ ), learning communities and collaborative activities ( $r = .429$ ), and advancement and career growth ( $r = .426$ ) all demonstrate moderate relationships, while mentorship and coaching programs ( $r = .539$ ) shows a slightly stronger correlation. This implies that leaders who motivate and inspire teachers help cultivate an environment where professional growth, mentoring, and collaborative learning are more actively supported.

With respect to the empowering leader, the correlations with professional development support are particularly notable. Participation in training and workshops ( $r=.501$ ), learning communities and collaborative activities ( $r=.506$ ), and advancement and career growth ( $r=.502$ ) all demonstrate moderate positive relationships. Mentorship and coaching programs ( $r=.631$ ) shows the strongest correlation in the entire table, indicating a strong positive relationship. This finding suggests that leaders who empower teachers and encourage autonomy significantly contribute to strengthening mentorship structures and professional learning opportunities. Similarly, the resilient leader dimension also shows significant positive correlations with all aspects of professional development support. Participation in training and workshops ( $r=.591$ ), mentorship and coaching programs ( $r=.580$ ), and learning communities and collaborative activities ( $r=.547$ ) show moderately strong relationships, while advancement and career growth ( $r=.408$ ) demonstrates a moderate relationship. These results indicate that leaders who demonstrate adaptability and resilience during challenges tend to foster stronger support systems for professional growth and collaborative learning among teachers.

Table 5 presents the relationship between transformational leadership and teaching strategies. The results reveal that all relationships are statistically significant at  $p < .001$ , indicating that the different dimensions of transformational leadership are significantly associated with the teaching strategies employed by educators. Moreover, all correlation coefficients are positive, suggesting that higher levels of transformational leadership correspond to stronger implementation of teaching strategies that promote critical thinking, creativity, social skills, and information communication and technology (ICT) skills.

**Table 5***Relationship Between Transformational Leadership and Teaching Strategies*

Transformational Leadership Dimension	r-value	p-value	Interpretation
<b>Visionary Leader</b>			
Critical Thinking	.510**	<.001	Highly Significant
Creativity	.537**	<.001	Highly Significant
Social Skills	.495**	<.001	Highly Significant
Information Communication and Technology Skills	.374**	<.001	Highly Significant
<b>Inspiring Leader</b>			
Critical Thinking	.460**	<.001	Highly Significant
Creativity	.483**	<.001	Highly Significant
Social Skills	.420**	<.001	Highly Significant
Information Communication and Technology Skills	.266**	<.001	Highly Significant
<b>Empowering Leader</b>			
Critical Thinking	.544**	<.001	Highly Significant
Creativity	.591**	<.001	Highly Significant
Social Skills	.525**	<.001	Highly Significant
Information Communication and Technology Skills	.357**	<.001	Highly Significant
<b>Resilient Leader</b>			
Critical Thinking	.618**	<.001	Highly Significant
Creativity	.510**	<.001	Highly Significant
Social Skills	.541**	<.001	Highly Significant
Information Communication and Technology Skills	.438**	<.001	Highly Significant

Legend: Significant at  $p$ -value < 0.01

In terms of the visionary leader, the results show moderate positive relationships with all teaching strategy indicators. Critical thinking ( $p = .510$ ), creativity ( $p = .537$ ), and social skills ( $p = .495$ ) demonstrate moderate correlations, indicating that leaders who clearly communicate a vision and long-term direction help foster teaching

practices that encourage analytical thinking, creative learning, and collaborative interaction among students. Meanwhile, ICT skills ( $\rho = .374$ ) shows a slightly lower but still meaningful positive relationship, suggesting that visionary leadership also contributes to the integration of technology in teaching, although to a lesser extent compared to other instructional strategies. For the inspiring leader dimension, all teaching strategies are likewise significantly and positively correlated. Critical thinking ( $\rho=.460$ ), creativity ( $\rho=.483$ ), and social skills ( $\rho=.420$ ) show moderate relationships, while ICT skills ( $\rho=.266$ ) demonstrates a weaker but still significant correlation. These findings suggest that leaders who inspire and motivate teachers can encourage the use of diverse teaching strategies that enhance higher-order thinking, creativity, and social interaction in the classroom. However, the relatively lower correlation with ICT skills may indicate that factors such as technological resources or training may also influence technology integration.

With respect to the empowering leader, the correlations with teaching strategies are relatively strong. Creativity ( $\rho=.591$ ) shows the strongest relationship, followed by critical thinking ( $\rho=.544$ ) and social skills ( $\rho=.525$ ), all of which indicate moderate to moderately strong positive relationships. ICT skills ( $\rho=.357$ ) also shows a significant positive relationship. These results suggest that when leaders empower teachers by providing autonomy and support, teachers are more likely to adopt innovative teaching strategies that enhance creativity, analytical thinking, and collaborative learning among students. Similarly, the resilient leader dimension demonstrates strong positive relationships with teaching strategies. Critical thinking ( $\rho = .618$ ) shows the highest correlation in the entire table, followed by social skills ( $\rho = .541$ ) and creativity ( $\rho = .510$ ), indicating that resilience in leadership plays an important role in supporting effective instructional practices. ICT skills ( $\rho = .438$ ) also exhibit a moderate positive relationship, suggesting that resilient leaders may encourage adaptability and openness to technological innovations in teaching.

**Table 6**  
*Relationship Between Professional Development Support and Teaching Strategies*

Participation in Training and Workshops	r-value	p-value	Interpretation
Critical Thinking	.474**	<.001	Highly Significant
Creativity	.547**	<.001	Highly Significant
Social Skills	.591**	<.001	Highly Significant
Information Communication and Technology Skills	.337**	<.001	Highly Significant
<b>Learning Communities and Collaborative Activities</b>			
Critical Thinking	.458**	<.001	Highly Significant
Creativity	.504**	<.001	Highly Significant
Social Skills	.604**	<.001	Highly Significant
Information Communication and Technology Skills	.336**	<.001	Highly Significant
<b>Mentorship and Coaching Programs</b>			
Critical Thinking	.479**	<.001	Highly Significant
Creativity	.654**	<.001	Highly Significant
Social Skills	.701**	<.001	Highly Significant
Information Communication and Technology Skills	.355**	<.001	Highly Significant
<b>Advancement and Career Growth</b>			
Critical Thinking	.296**	<.001	Highly Significant
Creativity	.426**	<.001	Highly Significant
Social Skills	.497**	<.001	Highly Significant
Information Communication and Technology Skills	.206**	<.001	Highly Significant

*Legend: Significant at p-value < 0.01*

Table 6 presents the relationship between professional development support and teaching strategies. The results show that all variables have p-values less than 0.001, indicating that the relationships are statistically highly significant. In terms of participation in training and workshops, the results show moderate positive relationships with all teaching strategy indicators. Social skills ( $\rho=.591$ ) demonstrate the strongest relationship, followed by creativity ( $\rho=.547$ ) and critical thinking ( $\rho=.474$ ), all indicating that teachers who actively participate in training programs are more likely to implement teaching strategies that encourage collaborative learning, innovative thinking, and analytical reasoning. ICT skills ( $\rho=.337$ ) show a weaker but still meaningful relationship, suggesting that while training programs support the integration of technology in teaching, additional factors such as availability of technological resources or infrastructure may also influence ICT-based instruction.

With regard to learning communities and collaborative activities, the findings also reveal significant positive correlations with teaching strategies. Social skills ( $\rho = .604$ ) show the strongest relationship, followed by creativity ( $\rho = .504$ ) and critical thinking ( $\rho = .458$ ). These results indicate that participation in collaborative learning environments allows teachers to exchange ideas, share instructional practices, and collectively develop strategies that enhance students' social interaction and creative learning. ICT skills ( $\rho = .336$ ) again shows a relatively lower but still significant relationship, suggesting that collaborative environments can also support the adoption of technology-enhanced teaching practices. For mentorship and coaching programs, the results reveal some of the strongest correlations in the table. Social skills ( $\rho = .701$ ) shows the highest correlation overall, followed by creativity ( $\rho = .654$ ) and critical thinking ( $\rho = .479$ ). These findings highlight the importance of mentorship and coaching in strengthening teachers' instructional practices, particularly in fostering collaborative learning and creativity among students. ICT skills ( $\rho = .355$ ) also demonstrate a significant relationship, indicating that mentorship programs may help teachers become more confident in integrating technology into their teaching.

In terms of advancement and career growth, the correlations with teaching strategies remain positive and significant, although relatively lower compared to other professional development support indicators. Social skills ( $\rho = .497$ ) and creativity ( $\rho = .426$ ) show moderate relationships, while critical thinking ( $\rho = .296$ ) and ICT skills ( $\rho = .206$ ) demonstrate weaker but still significant correlations. This finding is consistent with prior research emphasizing the critical role of professional development in fostering teacher innovation. Darling-Hammond et al. (2019) found that structured professional development programs, including mentoring, collaborative learning, and targeted training workshops, enhance teachers' ability to adopt and integrate creative teaching strategies. Similarly, Avalos (2019) highlighted that teachers who receive continuous support, feedback, and opportunities for skill enhancement are more likely to implement learner-centered approaches, utilize technology effectively, and adapt instructional methods to meet diverse learner needs.

In response to the findings of the study, a comprehensive leadership and professional development plan was developed to enhance innovative teaching strategies among teachers. The proposed plan is anchored on the Philippine Professional Standards for Teachers, which serves as framework for improving teachers' professional practices and instructional effectiveness. Through strategic leadership initiatives and continuous professional development activities, the plan aims to strengthen teachers' pedagogical competence, promote collaborative learning environments, and encourage the integration of innovative approaches in teaching and assessment. The development plan highlights the critical role of school leaders in facilitating capacity-building programs, fostering professional learning communities, and supporting teachers in addressing diverse learner needs. The proposed activities are designed to be implemented throughout the school year with clear objectives, responsible persons, resources, and monitoring mechanisms to ensure effective implementation and sustainability.

**Table 7**

*Proposed Strategic Leadership and Professional Development Plan to Strengthen Innovative Teaching Practices*

Key Result Area	Objectives	Strategies	Persons Involved	Desired Outcome
Transformational Leadership	Strengthen leadership practices that inspire, support, and guide teachers toward innovation and continuous improvement.	PROJECT SUPORTA – Leadership coaching, mentoring, and continuous instructional supervision with feedback and follow-up sessions.	School Head, Department Heads, Master Teachers	Improved teaching practices and a culture of innovation.
Professional Development Programs	Enhance teachers' competencies through targeted and responsive professional development initiatives.	PROJECT GROWTH – Conduct needs-based trainings, workshops, and mentoring aligned with innovative teaching strategies.	School Head, Master Teachers, Teachers	Teachers apply new knowledge and skills in instruction.
Collaborative Professional Learning	Promote a culture of collaboration and shared learning among teachers.	PROJECT SHARE – Establish PLCs, peer mentoring, and sharing of best practices.	School Head, Teachers, Master Teachers	Improved instructional practices through collaboration.

Reflective Practice and Feedback	Integrate reflective practices and structured feedback into teaching and professional development.	PROJECT REFLECT – Reflection sessions, coaching conferences, and reflective journals.	School Head, Master Teachers, Teachers	Continuous improvement of teaching strategies.
Equitable Access to Professional Development	Ensure all teachers have equal opportunities for growth and development.	PROJECT EQUAL – Inclusive participation in seminars and development programs.	School Head, Teachers	All teachers are empowered and equipped.
Innovative Teaching Strategies and ICT Integration	Strengthen teachers' ability to implement innovative and technology-integrated teaching strategies.	PROJECT INNOVATE – ICT trainings and workshops on innovative teaching approaches.	ICT Coordinator, School Head, Teachers	Enhanced student engagement and learning outcomes.

#### 4. Conclusions and recommendations

The study's findings lead to the following conclusions: School leaders are generally perceived to exhibit strong transformational leadership practices, particularly in inspiring and empowering teachers, which positively impact school performance and teacher engagement. School leaders are perceived to provide highly effective professional development support across all domains, particularly in advancing teachers' careers and fostering collaborative learning, which collectively enhance teacher motivation, professional growth, and instructional quality, while mentorship and training programs could be further optimized to maximize practical impact. Teachers implement innovative teaching strategies to a very great extent, with the strongest focus on social skills, followed by creativity, critical thinking, and ICT skills. The study indicates a significant positive relationship, showing that higher levels of professional development support for teachers correspond to greater implementation of innovative teaching strategies. The study proposes a Strategic Leadership and Professional Development Plan aimed at strengthening innovative teaching practices.

Based on the conclusion of this study, the following recommendations are proposed to enhance the implementation of innovative teaching strategies through professional development support for teachers: Strengthen professional development programs by providing more targeted workshops, training sessions, and mentoring opportunities that may help teachers effectively apply innovative teaching strategies. Encourage school leaders to maintain continuous support and follow-up for teachers, which may ensure that professional development initiatives translate into practical classroom improvements. Promote collaborative learning communities where teachers may share experiences, best practices, and strategies for innovation in teaching. Integrate structured feedback and reflective practices into professional development activities, which may help teachers refine and improve their teaching methods. Ensure equitable access to professional development opportunities for all teachers, regardless of age, teaching position, or years of service, which may maximize the overall impact on teaching quality. Utilize technology and ICT tools in professional development programs, which may equip teachers with skills that support innovative and engaging instructional practices.

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