



Transformational Leadership Qualities of School Heads and Organizational Outcomes of Senior High School Teachers

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ABSTRACT

The study determined the extent of transformational leadership qualities of school heads and the organizational outcomes of public senior high school teachers in Cotabato Division. Also, it investigated the association of transformational leadership qualities of school heads and organizational outcomes. With the use of probability sampling, 150 senior high school teachers in the public schools were selected as the respondents. Utilizing the descriptive-correlational survey method, the data collated were analyzed through the use of Mean and Product-Moment correlation. Results revealed that there was an extensive transformational leadership qualities of school heads and an extensive organizational outcome. Furthermore, there was a significant relationship between the two variables. Based on the findings, it was further suggested that higher officials in the Department of Education and school heads may identify means on how to help teachers to be committed in giving services leading to excellent school outcomes.

Keywords: Transformational leadership qualities, organizational outcomes, descriptive correlation, Cotabato Division, Philippines

1. Introduction

Amid the increasing pressures brought about by globalization and advancements in economic, social, and political realms, organizations are finding themselves in challenging situations. They are compelled to enhance their organizational performance to secure a competitive position in a business world characterized by rapid changes. All organizations, particularly educational institutions, strive to leverage their strategic resources, with the most critical one being human resources, to create added value that sets them apart. Organizational excellence is the continual endeavor to establish an internal framework of standards and processes designed to actively engage and inspire employees. The aim is to ensure that the products and services delivered not only meet customer requirements but also align with business expectations. However, schools often face various obstacles that hinder them from achieving organizational excellence.

In the context of school organizational outcomes, the focus is on the overall performance of the entire institution. An example from Gurgaon, India, illustrates that approximately 10% of the 120 senior secondary schools in the area recorded a pass rate of less than 50%. Teachers attribute this poor performance to factors such as a shortage of teaching staff and the loss of valuable teaching time caused by various non-academic activities (UNESCO 2023). Meanwhile, in the United States, many schools serving African American students have faced significant challenges and some continue to struggle (Weir, 2016). These educational institutions have been affected by a range of issues, including insufficient infrastructure, inadequacies in pedagogical skills, a shortage of trained teachers, an overreliance on theoretical teaching approaches, and shortcomings in assessing and evaluating students' learning

In the Philippines, poor school organizational outcomes are manifested in the students' performance. Marasigan (2021) mentioned in the Philippine Star that the Philippine educational standards have been deteriorated to such an extent that Filipino children are ranked the least proficient in reading, math, and science among 87 nationalities evaluated. This was validated by global academic rating organizations – the Programme for International Student Assessment (PISA), Trends in International Mathematics and Science Study (TIMSS) and the Southeast Asia Primary Learning Matrics (SEA-PLM).

In the Division of Cotabato, the pursuit of organizational outcomes in schools had been met with various challenges. These educational institutions frequently grappled with issues stemming from limited financial resources, understaffing, outdated technology, and insufficient infrastructure, which hampered their capacity to operate at an optimal level. Furthermore, the scarcity of training opportunities for staff members acted as a barrier to their professional development and innovative contributions, thereby affecting the organization's overall competence and performance. Additionally, inadequate or ineffective leadership had the adverse effects of demoralizing staff, diminishing morale, and fostering a disorganized work environment, all of which ultimately have repercussions on the school's comprehensive performance.

It was worth emphasizing that the evaluation of organizational outcomes of teachers in the schools of Cotabato Division had predominantly been based on observational methods and had not undergone an extensive research investigation. As a result, the primary motivation for this study was to conduct a thorough exploration of the organizational outcomes of teachers within public secondary schools, with a particular focus on the transformational

leadership attributes of school heads. Furthermore, this research investigated the connections between the variables under consideration and identified the specific facets of transformational leadership qualities that have a substantial impact on achieving organizational outcomes of teachers in schools.

Throughout this academic endeavor, the researcher provided meaningful insights that can assist policymakers in shaping policies, programs, interventions, projects, and activities focused on improving both the transformational leadership qualities of school heads and the organizational outcomes of teachers. This research journey was also intended to benefit the wider school community. Furthermore, the researcher had plans to share the study's findings in international forums and publish them in a Scopus-Indexed journal. This study was mainly anchored on Bass's Transformational Leadership Theory (1997) suggested that through the strengths of the leaders' visions and their personality, encompassing both personal and professional qualities, transformational leaders are able to inspire followers to change expectations, perceptions and motivation towards the accomplishments of the common goal. Through this type of leadership, they can influence the followers to effect positive change, and lead to focus on achieving success.

Bass (1997) exemplified the four components of transformational leadership: intellectual stimulation; individualized consideration; inspirational motivation; and idealized influence. Collectively, transformational leadership practices of great leaders have significant direct and indirect effects on progress with school – restructuring initiatives and students' outcomes (Leithwood, 1998).

Transformational leaders transform the personal values of followers to support the vision and goals of the organization by fostering an environment where relationships can be formed and by establishing a climate of trust in which visions can be shared (Stone, Russell, & Patterson, 2004). Transformational leaders focus on restructuring the school by improving school conditions (Stewart, 2006). Leaders following transformational leading styles and techniques work to transform followers, creating a climate in organizations where commonly accepted and recognized values are equally shared. As a result of such an effect on followers, transformational leadership has rapidly become the approach of choice for much of the research and application of leadership theory.

The transforming leader looks for potential motives in followers, seeks to satisfy higher needs, and engages the full person of the follower (Burns, 1978). As a result of this, leadership is recognized as a mutual relationship that converts followers to leaders and leaders into moral agents. The concept of moral leadership is proposed as a means for leaders to take responsibility for their leadership and to aspire to satisfy the needs of the followers.

Burns' position is that leaders are neither born nor made; instead, leaders evolve from a structure of motivation, values, and goals (Stewart, 2006). Such a climate enables leaders to be transformational in organizations. More generally, the dynamics of transformational leadership involve followers having a strong personal identification with the leader, a shared vision for the future, and the ability to work collectively for the benefit of the group (Kelloway, Barling, Kelley, Comtois, & Gatien, 2003). These dynamics help followers make a positive transformation in themselves.

Ozaralli (2002) described transformational leadership as a process whereby a strong personal identification is maintained with the leader. Employees are energized and empowered through participation to embrace an exciting and optimistic vision of the future rather than receiving personal monetary gain. The transformational leader is able to create stamina to effectively implement and sustain transformation initiatives in an organization. Participation and empowerment are strategically afforded to employees to act in a proactive manner to enhance the vision.

Banerji and Krishnan (2000) also explained that transformational leadership interventions are becoming a necessity for growing organizations to become competitive in the global environment. Personal values that could have started out as separate but related, ultimately end up being fused into one common purpose, unleashing high amount of energy and enthusiasm that reinforces the concept of a shared vision. Transformational leaders have the ability to influence followers to perform at maximum level. This is achieved through their influence to inspire and challenge innovative thinking among followers with a view to solving problems differently.

Hamzah (2013) believed that the school had greater authority to manage schools which set targets quality improvement, develop plans of major educational process management, and quality improvement). In the management, Tomlinson (2004) stated that the school management should be more attentive to the needs of students according to their abilities and talents and to identify meaningful input, process and output indicators of school.

In addition to management, Leithwood, Harris, and Hopkins (2008) stated that school leadership has a greater influence on schools and students when it is widely distributed. This relates to the acquisition of achievement as an indicator of school quality. Leadership styles that can be applied by school leaders must be in accordance with the goal to improve the quality of the school. Sun and Leithwood (2013, as cited in Nedelcu 2013), through transformational leadership, leaders have an opportunity to influence the process of school change significantly. Studies showed a clear effect of transformational leadership in schools, teachers and students. On transformational leadership, principals collaborate with other human resources to meet the needs of students.

2. Methodology

Research Design

This study employed a quantitative research approach utilizing a descriptive correlational approach. Quantitative research is a method used to comprehend a specific group of individuals, referred to as a sample population. By employing scientific investigation, it relies on observed or measured data to scrutinize inquiries about this sample population. Social scientists, including communication researchers, use quantitative research to observe phenomena or events that impact individuals. The objective of quantitative research is to construct knowledge and enhance comprehension of the social world. Furthermore, a descriptive correlational study focuses on delineating relationships between variables without endeavoring to establish a causal relationship (Allen, 2017). This study was categorized as quantitative because it relied on numerical data for analysis and interpretation. It was descriptive

in nature as it sought to ascertain the degree of transformational leadership qualities exhibited by school heads and organizational outcomes of teachers. Moreover, this academic endeavor was regarded as correlational since its objective was to gauge the relationship between the transformational leadership qualities exhibited by school heads and organizational outcomes of teachers in the public senior high schools within Cotabato Division.

Research Respondents

This study encompassed 150 public senior high school teachers within the Division of Cotabato. According to Hair et al. (2018), it had been asserted that a minimum of 50 samples was required for simple regression analysis, and typically around 100 samples were suitable for most research scenarios. Consequently, having 150 respondents was more than sufficient to fulfill the objectives of this study. Regarding the inclusion and exclusion criteria, this study selected senior high school teachers with a minimum of 2 years of teaching experience. This criterion was established because their two-year tenure in public schools provided them with a substantial basis for evaluating the transformational leadership qualities of school heads and their organizational outcomes of teachers. Additionally, participants who felt uneasy or uncomfortable while responding to the survey questionnaire had the option to voluntarily withdraw from the study. They did not face any pressure or obligation to participate, and their decision to withdraw was fully respected, underscoring the paramount importance of prioritizing the well-being and comfort of the respondents in the study's execution.

Research Instruments

Regarding the data collection method, this study employed a modified survey questionnaire. The questionnaire used in this research was segregated into two distinct sets. The initial set concentrated on assessing the transformational leadership qualities of school heads, while the subsequent set revolved around evaluating organizational excellence.

The transformational leadership qualities questionnaire was adapted from Avolio and Bass (2004). The tool had a total of 15 items. It had nine indicators, namely: compassion (1-3), feedback (1-3), achievement (1-3), commitment (1-3), and performance (1-3). The questionnaire was subjected to a pilot testing having a result of .73 suggesting that the items have relatively *high* internal consistency.

The organizational outcomes of teachers questionnaire was adapted from Al-frijawy (2023). The instrument consisted of 12 items. It had the following indicators, namely: subordinate excellence (1-4), structure characterization (1-4), and strategic excellence (1-4). The questionnaire was subjected to a pilot testing having a result of .72 suggesting that the items have relatively *high* internal consistency.

The instrument utilized in this study was tailored to align with the study's objectives. The researcher incorporated and consolidated all feedback, comments, and suggestions provided by the adviser, panel members, and expert validators to enhance and refine the research tool, ultimately aiming to achieve construct validity.

Table

Table 1

Summary on the Extent of Transformational Leadership Qualities of School Heads

No	Indicators	Mean	Descriptive Equivalent
1	Compassion	3.59	Extensive
2	Feedback	3.63	Extensive
3	Achievement	3.61	Extensive
4	Commitment	3.66	Extensive
5	Performance	3.63	Extensive
Overall		3.62	Extensive

Table 1 provides the summary on the extent of transformational leadership qualities of school heads. It is exhibited that the overall mean of transformational leadership qualities of school heads is 3.62, which is in an extensive level. This means that transformational leadership qualities of school heads are oftentimes evident.

Data show that all five (5) indicators are in an extensive level. As arranged chronologically, commitment has the highest mean score (3.66). This is followed by feedback (3.63), performance (3.63), achievement (3.61), and compassion (3.59).

The study reveals a prevalent manifestation of transformational leadership qualities among school heads, showcasing an extensive influence across all five indicators. The comprehensive analysis demonstrates a consistent and robust trend, emphasizing the transformative impact of school heads in various dimensions. Commitment emerges with the highest mean score highlighting the dedication and resolve of school heads in fostering positive change within the educational setting. Following closely, feedback and performance underscore the importance of constructive communication and leadership effectiveness. Achievement showcases a commitment to driving student success, while compassion reflects the empathetic and caring approach of school

heads. The chronological arrangement accentuates the multi-faceted nature of transformational leadership, indicating that school heads actively contribute to the enhancement of organizational culture and overall effectiveness by embodying these qualities.

The profound transformative leadership qualities exhibited by school heads underscored the widely accepted notion put forth by Aunga and Masare (2017) that transformational leadership serves as a catalyst, motivating and rallying followers to surpass traditional limitations while simultaneously nurturing their individual capacities. The primary aim of a transformational leader is to cultivate a shared vision, accomplished by addressing the needs of followers through empowerment and aligning the organization's objectives with those of its members.

Similarly, Yang (2013) suggested that the essence of a principal's transformational leadership lies in guiding school constituents to construct a shared vision and pursue it. This vision provides direction and purpose, motivating school members to strive toward clearly defined goals through effective communication. As they endeavor to comprehend and realize their vision, school members can acquire wisdom and develop collectively.

Fontein (2022) elaborated on the role of a transformational leader, emphasizing their collaboration with teams beyond personal interests to identify necessary changes and formulate a guiding vision. These leaders typically set a precedent at the executive level and strive to cultivate a strong organizational culture, fostering employee ownership and autonomy in the workplace while motivating individuals without resorting to micromanagement. Furthermore, Durako and Hoxha (2021) posited that within educational environments, school principals exhibiting a transformational leadership style can assist teachers in transcending their self-interests and egocentric values through three fundamental dimensions: initiating and articulating a vision for the school's future, offering individual support, and providing intellectual stimulation. Additional studies have indicated that the hallmark of transformational school principals, inspiring their staff to align with the organization's objectives and the leader's vision, positively influences teachers' intrinsic motivation.

Table 2

Summary on the Extent of Organizational Outcomes

No	Indicators	Mean	Descriptive Equivalent
1	Subordinate Excellence	3.58	Extensive
2	Structure's Characterization	3.63	Extensive
3	Strategic Excellence	3.67	Extensive
Overall		3.63	Extensive

Table 2 provides the summary on the extent of organizational outcomes. It is exhibited that the overall mean of organizational excellence is 3.63, which is in an extensive level. This means that the organizational outcomes is oftentimes evident.

Data show that all three (3) indicators are in an extensive level. As arranged chronologically, strategic excellence has the highest mean score (3.67). This is followed by structure's excellence (3.63), and subordinate excellence (3.58).

The findings emphasize that organizational outcomes are frequently and prominently evident, with all three indicators showcasing extensive results. Strategic excellence leads with the highest mean score highlighting the organization's commitment to spreading aligned values, ensuring harmony between strategies and organizational levels, and maintaining a balanced strategy for competitiveness. Following closely is structure's excellence indicating strong confidence in employee participation, trust in their opinions, and empowerment through necessary authorities. Subordinate excellence reflects the belief in employees' abilities and contributions to decision-making, aligning their goals with the organization's objectives. Collectively, these results underscore a holistic commitment to organizational outcomes, integrating strategic, structural, and subordinate dimensions for a comprehensive and effective organizational framework.

The positive outcomes highlighted in this study corroborate Karr's (2019) findings, which reveal that organizations achieve success through ongoing efforts to establish internal standards and processes that engage and motivate employees to deliver products and services meeting customer needs while aligning with business expectations. This reflects the consistent attainment of excellence within an organization. Furthermore, Waswas (2019) suggested that organizational outcomes embody an intellectual approach and management philosophy centered on a methodology aimed at producing tangible results while striving to balance the needs of all stakeholders.

Additionally, Hashemy et al. (2016) stressed the importance for organizational leaders to improve processes and procedures to foster excellence and cultivate a culture of quality using analytical and scientific methods. A 'strong culture', integrated with the organization's mission, goals, beliefs, values, and behaviors, can enhance organizational outcomes by positively influencing employee performance, ultimately impacting the quality of products and services offered.

Gochhayat et al. (2016) underlined the necessity for leaders to exhibit strong leadership qualities to effectively influence, set examples, and motivate team members toward achieving organizational goals. Leaders must possess fundamental competencies in understanding and identifying various aspects of the organization. They serve not only as regulators and guides but also as educational managers with a supportive attitude, fostering collaboration

among team members and groups to achieve organizational objectives. In the context of educational organizations, school heads require strong leadership skills and wisdom to effectively lead as educational leaders in pursuit of organizational goals.

Table 3

Significance of the Relationship Between Transformational Leadership Qualities of School Heads and Organizational Outcomes

Transformational Leadership Qualities of School Heads Indicators	Dependent Variable	r-value	p- value	Decision on Ho
Compassion		0.473	0.000	Rejected
Feedback		0.488	0.000	Rejected
Achievement	Organizational Outcomes	0.477	0.000	Rejected
Commitment		0.495	0.000	Rejected
Performance		0.486	0.000	Rejected
Overall		0.483*	0.000	Rejected

*Significant at 0.05 significance level.

Presented in Table 3 are the data on the significance of the relationship between transformational leadership qualities of school heads and organizational outcomes. Reflected in the hypothesis, the relationship was tested at 0.05 level of significance. The overall r-value of .483 with a p-value of <0.05 signified the rejection of the null hypothesis. It means that there is a significant relationship between transformational leadership qualities of school heads and organizational outcomes. This shows that transformational leadership qualities of school heads are correlated with the organizational outcomes.

Doing a pairwise correlation among the measures of both variables, it can be gleaned that compassion, feedback, achievement, commitment, performance, empowerment, communication, inspiration, management potential revealed computed r-values of 0.473, 0.488, 0.477, 0.495, and 0.486 respectively with p-values which are less than 0.05 in the level of significance. This implies that as compassion, feedback, achievement, commitment, and performance increases, the organizational outcomes increase.

The results highlight a significant correlation between the transformational leadership qualities of school heads and organizational outcomes. These findings indicate a positive and meaningful relationship, suggesting that an increase in compassion, feedback, achievement, commitment, and performance is associated with an increase in organizational excellence. More so, the results underscore the interconnectedness of transformational leadership qualities and organizational outcomes, emphasizing the importance of fostering these leadership qualities to enhance overall organizational effectiveness.

The result is in consonance to the study conducted by Ghasabeh et al., (2015) disclosing that transformational leaders are much capable to improve organizational outcomes according to the market requirements by developing human resources and creating justified modifications. Transformational leaders, through clear enunciation, have their utmost influence on the followers' sentiments by cultivating a feeling of success and proficiency in them. Silva et al., (2018) indicated that the reason to acquire specific knowledge is associated with the degree that what is the level of intrinsic motivation of a person and how he is keen to get knowledge by developing particular competencies and meaningful learning.

Diebeg et al. (2017) revealed that transformational leadership is the leadership approach which contributes to present a clear and justified organizational vision and mission by motivating workers to work toward idea through developing association with employees, consider employees' requirements and assisting them to exert their potential positively, participates to positive outcomes for an organization. Employees whose work competencies are encouraged by the leader are more likely to have higher intrinsic motivation and resultantly perform better at work. They become more focused and try to accomplish organizational goals by taking their own interests. Transformational leaders focus more on individual requirements and they build strong association with their employees who are supposed to perform with higher objectives, which enhances employees' intrinsic motivation.

Similarly, Fontein (2022) shared that in education, transformational leadership is a model that educators—deans, principals, professors, teachers—can use to lead by example. It places a high value on creating community bonds, encouraging both students and educators to greater levels of achievement. In fact, transformational leaders in education often inspire and nurture future transformational leaders of industry, government, and all aspects of society. Transformational leadership is a style whereby leaders influence, inspire, and encourage employees to deliver positive change. They typically set an

example at the executive level and strive for a strong sense of organizational culture, employee ownership, and autonomy in the workplace—motivating individuals without micromanaging.

Conclusions

Based on the findings of this study, the following conclusions were offered:

The extent of transformational leadership qualities of school heads implies that it is oftentimes evident in the school. In fact, all dimensions are oftentimes evident from the school heads, namely, compassion, feedback, achievement, commitment, and performance. Meanwhile, the extent of organizational outcomes of teachers is oftentimes evident. Apparently, all indicators are found to be oftentimes evident specifically on subordinate excellence, structure's characterization, and strategic excellence. Based on the findings, transformational leadership qualities of school heads and organizational outcomes are related. All domains of transformational leadership qualities are linked to organizational outcomes. This leads to the rejection of the null hypothesis. Further, the result indicates that for every unit increase in the five domains of transformational leadership qualities of school heads, the organizational outcomes will increase.

Recommendations

The following suggestions were offered based on the conclusions of the study:

Given the extensive manifestation of transformational leadership qualities among school heads and its significant correlation with organizational outcomes, DepEd officials may prioritize initiatives that further develop and reinforce these leadership attributes. This may include tailored training programs, workshops, and mentorship opportunities aimed at enhancing transformational leadership skills among school leaders. DepEd officials may consider implementing recognition and reward systems to acknowledge and motivate school heads who exhibit exemplary transformational leadership, thereby fostering a positive organizational culture.

Moreover, school heads may continue to prioritize and enhance these leadership attributes. They may actively engage in professional development opportunities that specifically target transformational leadership skills, fostering a continuous learning mindset. Additionally, promoting a collaborative and participative leadership approach within the school setting may further amplify the positive impact of these leadership qualities on organizational outcomes. Furthermore, school heads may consider mentorship programs to share successful leadership practices and provide guidance to emerging leaders within the school community, ultimately contributing to the overall growth and excellence of the educational institution.

Furthermore, teachers may prioritize recognizing and supporting the extensive transformational leadership qualities demonstrated by school heads, understanding their profound impact on organizational outcomes. They may also actively engage with and support the initiatives of transformational school leaders, as their leadership style directly influences the overall effectiveness and success of the educational institution. By aligning with the vision and values set forth by transformational leaders, teachers may play an integral role in driving positive organizational outcomes and creating a thriving learning community for all stakeholders involved.

Lastly, future researchers may explore relevant information about transformational leadership qualities of school heads and organizational outcomes. Also, other means of research approach may be utilized to further explore the involved variables in this study.

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