



# **Transformational Leadership of School Heads and HRM Practices: A Prediction Model of Teacher Effectiveness in Public Schools**

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## **ABSTRACT**

The primary aim of the study is to find out whether transformational leadership and HRM practices significantly predict teacher effectiveness. Utilizing non-experimental quantitative design via descriptive correlation technique data were obtained from 315 respondents who are public elementary and high school teachers in Lupon District Davao Oriental. The researcher utilized stratified random sampling technique and an online survey mode of data collection. The researcher also utilized the statistical tools mean, Pearson r, and regression analysis. From the results of the study, it was found that there is a very high level of classroom environment, professional development, and teaching performance. Also, results revealed that there is a significant relationship between transformational leadership and teacher effectiveness, HRM practices and teacher effectiveness and transformational leadership and HRM practices significantly predict teacher effectiveness. Also, transformational leadership has a significant influence on teacher effectiveness in the same way that professional development has a significant influence on teacher effectiveness. Among the indicators of HRM practices t and professional development, teacher effectiveness and classroom management have the highest degrees of influence on teacher effectiveness. Further, there is a significant combined influence of transformational leadership and HRM practices on teacher effectiveness.

*Keywords: education, transformational leadership, HRM practices significantly predict teacher effectiveness, correlation, teachers, Philippines*

## **INTRODUCTION**

Problems that teachers face include handling student needs, lack of parental support, and even criticism from a public that can be largely unaware of their everyday lives (Hartnell, Ou, 2021). There is no doubt that ineffective teaching is one of the key factors contributing to this poor academic performance among students. One of the things educators know for sure about education is that there is nothing anyone can do to improve student achievement that is as important as providing effective teachers (Chance, 2008). An ineffective teacher makes it difficult for students to learn or decreases their desire to learn by a lack of enthusiasm for the subject, by a hostile or inappropriate behavior toward the students, by a failure to maintain discipline in the class, or by unfairly preferring some students to others (Beteille, Ding, Molina, Pushparatnam & Wilichowski, 2020).

Admittedly, teacher quality and teacher effects is extensive (Carpenter, Witherby, & Tauber, 2020). Similarly, Effective teaching helps students to achieve their goals – both personal and academic. We know that effective teachers can be hugely influential figures to many young people, providing them with both certainty and assurance when they need it the most (Nagler, Piopiunik, & West, 2020).

Moreover, to this day, extensive research on school effectiveness have been taking place (Chien, 2017); Dimmock et al., 2021) ever since it was introduced two decades ago (Bhengu & Mthembu, 2014; Duan, Du, & Yu, 2018). Researchers on school effectiveness have focused on the school improvements on individual and the importance of creating a positive and collaborative school culture that empowers all school members to work towards common goals. Likewise, (Ali, Sharma, & Zaman, 2016) found that school culture is still not widely considered as one of the determining factors of school effectiveness since educational issues are seen as concerns of educational psychology with a focus on the classroom environment as a didactic and methodical (Manaf & Omar, 2017; Widodo, 2019).

With the enormous challenges that this issue brings, various studies have been directed worldwide to identify factors, draw conclusions, and deliver recommendations. It is difficult to draw any clear conclusion and generalization from the literature as a result of varied populations, treatments, and research designs. With the on-going call for more research bodies, this issue has paved central stage position on its considerable impact and influence on school leaders to meet teachers' effectiveness. Since there is no study conducted covering all the same variables as stated above in the Philippines particularly in Davao Oriental, this present study aimed to add evidence to a developing body of knowledge by proposing a new prediction model which hoping to give a new direction towards enhancement of management in educational institutions.

In a related study on The influence of transformational leadership, job satisfaction and organizational citizenship behavior on the performance of Islamic School Teachers by Jamaani et al. (2021) highlighted that the transformational leadership directly impacts teaching performance. A good HRM practices leads to teacher productivity. Moreover, in a previous study entitled Transformational Leadership, Perceived Principal Support, and Collective

Efficacy: Predictors of Teacher Job Satisfaction by Khomariyah et al. (2023) teacher professional development improves teaching performance. The implementation of teacher professional development results in the success of teaching performance. Further, in another study on Managing educational institutions: School heads' leadership

practices and teachers' performance by Tantawy (2020) found out that there is a relationship between transformational leadership of school heads and HRM practices towards teaching effectiveness. There is a positive influence of Transformational Leadership of School Heads and HRM Practices as a progressive teaching effectiveness. would impact teacher inclination towards professional development.

Furthermore, there are no similar studies which deal with Transformational Leadership of School Heads and HRM Practices towards teaching effectiveness in Region XI or specifically in Davao Oriental. Existing studies are only on Transformational Leadership and Teacher Work Motivation in Private Educational Institutions by Morales et al. (2021) and School principals' transformational leadership behaviors as a predictor of teachers' perceptions of organizational commitment by Coşkun et al. (2021). Moreover, the findings of the study will also aid in becoming an asset to the world of literature. Thus, making this study a creation of new knowledge that can give specific contribution to the field of education. In addition, results can be used to improve or augment practices of teachers as to their transformational leadership of school heads and HRM practices towards teaching effectiveness. Thus, the need to conduct this study.

There was an urgency to conduct this study because as a researcher and who is presently teaching in Lupon District, Davao Oriental, is interested to find out the levels of transformational leadership of school heads and HRM practices towards teaching effectiveness specifically on how the teachers are able to cope up with their teaching assignment amidst some personal problems presently confronting the teachers with the members of their family at home.

The primary aim of the study was to find out whether transformational leadership of school heads and HRM practices significantly predict towards teaching effectiveness. Moreover, it has the following objectives: first, to describe the level of transformational leadership in terms of focuses on charisma, social, vision, transactional, delegation, and execution. Second, to ascertain the level of HRM practices in terms of recruitment; training; compensation; information; and communication; third, to describe the level of teacher effectiveness with the indicators such as teacher student relationship; facilitative classroom environment; content and pedagogical skills; and classroom management; fourth, to determine the significance of the relationship between transformational leadership and teacher effectiveness; and professional development and teacher effectiveness; fifth, to determine whether transformational leadership and HRM practices significantly influence teacher effectiveness.

The hypothesis of the study was tested at 0.05 level of significance. These are the null hypothesis of the study, first, there are is no significant relationship between transformational leadership and teacher effectiveness; and HRM practices and teacher effectiveness. Second, transformational leadership and HRM practices do not significantly influence teacher effectiveness.

This section provides discussions on the principles, concepts, ideas and viewpoints from various authors who have provided valuable inputs on transformational leadership of school heads and HRM Practices: on teacher effectiveness in public schools.

This theory is anchored on the proposition of Lee Shulman (1986): Known for his work on Pedagogical Content Knowledge (PCK), Shulman argued that effective teaching occurs when teachers integrate content knowledge with pedagogical strategies in ways that are responsive to the needs of students. His emphasis on PCK is aligned with the idea that teacher effectiveness is context-dependent.

This theory is anchored on the proposition of Walker (2008) who said that work values of teachers are contributory to their teaching effectiveness. Further, effective teachers come to class prepared to teach. They possess optimistic attitudes about teaching and about students and set no limits on students and believe everyone can be successful. Furthermore, the most effective teachers are resourceful and inventive in how they teach their classes and they are fair in handling their grading. It is inferred that these characters are contributory to shape students to become learned, committed, dedicated, resourceful and innovative.

Moreover, Vecaldo, (2017) added that teachers with values and who act as role models contribute to the positive development of a human resources rooted in favorable relationships. In this context, the purpose of education is not only creating responsible and productive citizens, but also good family members and neighbors, informed and engaged community members and civic-minded participants in making the immediate world a better place to live in.

In the same vein, being an effective teacher does not only mean having deep content knowledge or organizational skills. Teacher's ability to communicate effectively becomes more critical than their technical, organizational skills and capabilities (Kauts & Saroj, 2015). On the other hand, emotional intelligence of teacher's, plays a significant role in that school organization's decision making, leadership, strategic and technical breakthrough, open and honest communication, trusting relations and teamwork, custom, commitment and creativity as well as innovation (Cooper, 2017).

The conceptual paradigm in Figure 1 shows the independent variable is transformational leadership Clark, (2011) which focuses on charisma; social; vision; transactional; delegation; and execution. The dependent variable of the study is human resource practices developed by focuses on recruitment; training; compensation; information; and communication (Wright & Boswell, 2002).

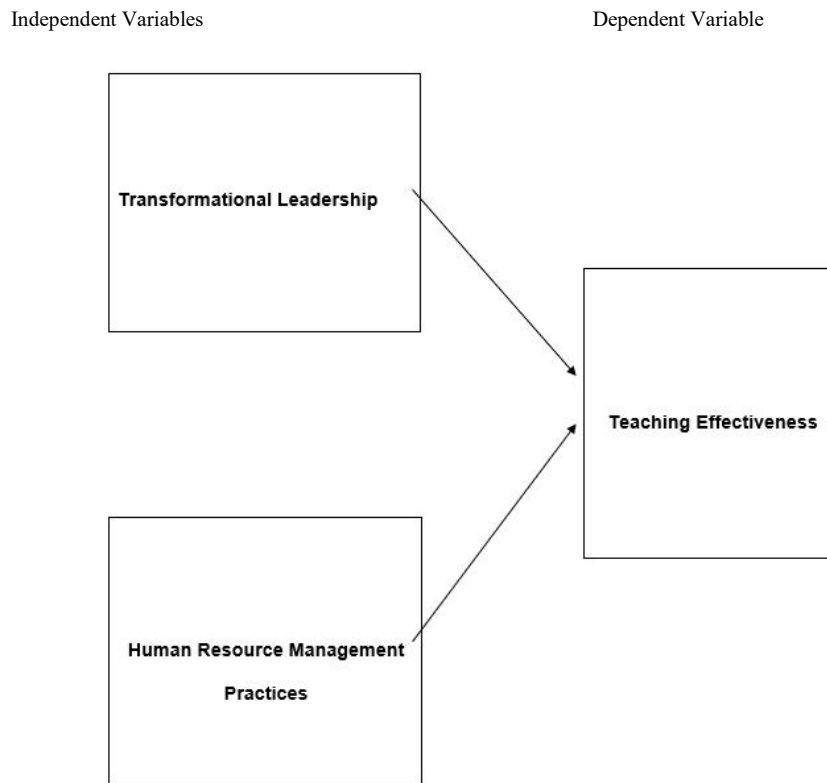


Figure 1. The Conceptual Framework Showing the Variables of the Study

to the field of teaching assessment since the efficiency of schools and teaching performance are rarely investigated (Asl & Osam, 2021; Kanya et al., 2021).

Particularly, teachers would benefit from this study as transformational leadership of school heads and HRM practices and teaching effectiveness. The results of this study could also aid the schools in the formulation of school policies and programs with useful interventions which could help address the problems of the teachers that ultimately affect their performance. The study could also serve as a guide to future researchers and it might be helpful for other researchers to build more creativity in qualitative research.

## METHOD

### Research Respondents

There were a total of 315 public school teachers in Lupon Distrist Davao Oriental. With a desire to give everyone a chance to be included in the study, a total population sampling were used. Total population sampling is a design where you choose to examine the entire population that has a particular set of characteristics such as specific experience, knowledge, skills, and exposure to an event (Laerd, 2012). Out of the total population, 300 respondents were utilized as the sample size of the study. St. Olaf College, (2024) indicates that for population under 1,000, a minimum ratio of 30 percent or 300 individuals is advisable to ensure representativeness of the sample. In particular, the respondents are public elementary which included those who are full-pledged teachers for the School Year 2020-2021 as they are the ones who were in the position to provide useful information to test the hypothesis of the study.

Those teachers who are not full pledged were excluded as respondents and those even if teaching elementary and secondary public schools in areas outside of Lupon, Davao Oriental were excluded in the study, for they were in different work environment and supervision. Also, teachers who are working in the private schools whether in the same identified areas including those teachers who hold managerial or supervisory positions were excluded in the study.

The respondents were chosen accordingly to answer the questionnaire with confidentiality. The target respondents were free to decline from participating the survey. They were not forced to answer the research questionnaire and encouraged to return the same to the researcher for its automatic disposal. Moreover, they can withdraw anytime their participation in the research process if they felt uncomfortable about the study since they were given the free-will to participate without any form of consequence or penalty.

Moreover, as a researcher who is presently teaching and whose area of assignment is in Lupon, Davao Oriental has observed that the existing situation in the public schools show that there are still a number of problems and issues involving the public school teachers despite the implementation of

various national and local programs which aim to provide teachers with a variety of benefits, thereby improving their transformational leadership of school heads and HRM practices on teacher effectiveness in public schools.

### **Materials/ Instruments**

The study utilized three sets of adapted questionnaire. The 1st set of questionnaire was to measure the level of transformational leadership of school heads which focuses on charisma, social, vision, transactional, delegation, and execution (Clark, 2011).

The multidimensional human resource practices developed by focuses on recruitment; training; compensation; information; and communication (Wright & Boswell, 2002). The 25-item scale was designed to measure on recruitment; training; compensation; information; and communication (Wright & Boswell, 2002). The 3<sup>rd</sup> set of questionnaire is teacher effectiveness with the indicators such teacher student relationship; facilitative classroom environment; content and pedagogical skills; and classroom management (Kareshki, 2012). This research instrument was subjected to validation by the 4 internal validators and 1 internal validator and was modified to fit in to the study. The consolidated results from the validation of the experts obtain an average weighted mean of 4.32 which has a verbal description of very good.

In evaluating transformational leadership of school heads and HRM practices and teaching effectiveness, the 5 point Likert scale will be used with the following range of means with its descriptions 4.20 – 5.00 or Very High which means measures are always manifested; 3.40 – 4.19 or High which means measures are often manifested; 2.60 – 3.39 or Moderate which means measures are sometimes manifested; 1.80 – 2.59 or Low which means measures are seldom manifested; and 1.00 – 1.79 or Very Low which means measures are not manifested at all. Pilot testing will be done and reliability of the scales will be established using Cronbach's alpha coefficient. The results reveal the scores of 0.932 for transformational leadership, 0.911 for HRM practices and 0.877 for teaching effectiveness. The study covered the period March 2021- October 2022.

### **Design and Procedure**

This study employed non-experimental quantitative design utilizing the descriptive correlation technique of research which is designed to gather data, ideas, facts and information related to the study. In non-experimental research, researchers collect data without making changes or introducing treatments (Gehle, 2013). In this study the variables were not manipulated, and the setting was not controlled. Descriptive-correlation research design describes and interprets what is, and reveals conditions and relationships that exist and do not exist (Calmorin, 2007). The study was descriptive in nature since it assessed the levels of transformational leadership of school heads and HRM practices and teaching effectiveness. This is correlational since it investigated the relationship between variables such transformational leadership of school heads and HRM practices and teaching effectiveness with the use of the survey questionnaire as a tool in gathering the primary data.

In doing descriptive quantitative research, the following procedure was followed. The researcher sent letter to the Schools Division Superintendent of the Department of Education, Division of Davao Oriental asking for permission to conduct the study and once approved, it was furnished to the School Heads of the respondents. The researcher immediately visited the concerned school heads of the identified schools in Lupon Davao Oriental, as part of the courtesy call and discussed the plan on the conduct of an face to face to all concerned respondents. Also, before the actual data collection, the researcher secure Certificate of Compliance from UMER (UMERC Protocol Number ----) to ensure compliance of some ethical considerations in research. With the use of the excel template, all retrieved questionnaires were encoded, tallied and validated after verification and checking as to completeness of the answers. The data was analyzed and interpreted in line with the objectives of the study with the assistance of the designated Statistician and based from the findings of the study, conclusions and recommendations were formulated.

For more comprehensive interpretation and analysis of the data, the following statistical tools were utilized. Mean for the levels of of transformational leadership of school heads and HRM practices and teaching effectiveness. This answered research objectives 1, 2 and 3. Pearson Product Moment Correlation (Pearson r) for the significance of the relationship between and among the variables: transformational leadership of school heads and HRM practices and teaching effectiveness. This answered research objective number 4. For research objective number 5, regression analysis was used.

In the conduct of this study and before the data were gathered some ethical issues and considerations were considered. The participation of the respondents was completely voluntary and anonymous to protect their privacy, all data gathered were kept confidential, no names were required from the respondents so that their identities become anonymous in adherence to the Data Privacy Act of 2012. Informed consent was secured from all the respondents involved in the study. The participants were carefully selected based on the criteria provided in the research. The study did not involve in high risks of situations that the respondents experienced. All the teachers were the primary beneficiaries of the study and the results of this study can help the teachers in their profession since the findings of this study will give them new information about transformational leadership of school heads and HRM practices and teaching effectiveness and the respondents received tangible benefits such as a simple token from the researcher.

The study used the Grammarly or Turnitin software and/ or Plagiarism Detector and the study underwent the standard procedure of research established by the Professional Schools of the University of Mindanao. The study has no conflict of interest since the researcher has no relationship to the respondents of the study and there was no deceit. The researcher secured proper permission from the targeted agencies where the respondents are teaching/working. There was an online mode of data gathering using google forms. For purposes of publication of this study, the adviser becomes the co-author of the study.

## **RESULTS AND DISCUSSION**

### **Transformational Leadership**

Presented in Table 1 is the level of transformational leadership which revealed an overall standard deviation of 0.24 and a total mean rating of 3.51 labelled as high. It can also be viewed from the table that the indicator delegation gained the highest

**Table 1**

*Level of Transformational Leadership*

Indicators	SD	Mean	Descriptive Level
Charisma	0.23	3.44	High
Social	0.30	3.53	High
Vision	0.33	3.51	High
Transactional	0.4	3.49	High
Delegation	0.31	3.60	High
Execution	0.34	3.50	High
<b>Overall</b>	<b>0.24</b>	<b>3.51</b>	<b>High</b>

mean score of 3.60 described as high. In contrast with the lowest indicator of charisma standard deviation of 0.23 and a total mean rating of 3.44 labelled as high.

There is high level of transformational leadership since the school heads portrayed a high rating on social; vision; transactional; delegation; and execution. Delegating well in the organizations, helping others with their self-development, using simple words, images, and symbols to convey to others what they should or could be doing, ensuring others get recognition and/or rewarding when they achieve difficult or complex goals and moderating conflict, able to reconcile different points of view. Likewise, the school heads, take seriously of responsibility for coaching and mentoring others and working in the manner that they want. This assumption is parallel with the study of Shin and Zhou, (2003) said that if individuals are to step up and succeed in inspiring others, their first priority must be to discover the inspiration they need for themselves. School heads are looking at their teachers to be engaged, solved and innovate new standards along their way to improve and can substantially affect engagement as well as their commitment in work

#### **HRM Practices**

Revealed in Table 2 is the level of HRM Practices with an overall standard deviation of 0.41 and a Very High level with an overall mean score of 4.63. Moreover, the indicator teaching materials and activities gained the highest mean score of 4.69 described as Very High. It is followed by classroom management with a mean score of 4.66 descriptively described as Very High. After which, educational leadership and humane relations, the curriculum and teaching methods/techniques, and assessment all with a mean score of 4.63 described as Very High. In addition, the students with a mean score of 4.62 descriptively described as Very High. Lastly, teachers' experience with a mean score of 4.55 or Very High.

Human resources (HR) must be managed properly so that they'll play various roles in each step with all the functions. It is the primary and foremost responsibility of teachers to be ethical so they're going to be assets to their institution. The result is

**Table 2**

*Level of HRM Practices*

Indicators	SD	Mean	Descriptive Level
Teachers' Experience	0.52	4.55	Very High
Educational Leadership and Humane Relations	0.48	4.63	Very High
The Curriculum and Teaching Methods/Techniques	0.45	4.63	Very High
The Students	0.45	4.62	Very High
Teaching Materials and Activities	0.45	4.69	Very High
Classroom Management	0.45	4.66	Very High
Assessment	0.44	4.63	Very High
<b>Overall</b>	<b>0.41</b>	<b>4.63</b>	<b>Very High</b>

consistent with the claim of authors Tiwari, A., & Tekwani, K. (2021) that teachers are society builders and nation builders; they nurture the generations for the long-term and serve our country. To reinforce the teaching quality and simplify teaching, HRM can play a major role in Professional Ethics for teachers. The school/college is taken into consideration as a miniature of society. Raising the child and shaping him into a responsible member of society is their main motive.

### Teacher Effectiveness

Presented in Table 3 is the level of Teacher Effectiveness which revealed an overall standard deviation of 0.23 and a total mean rating of 4.19 labelled as high. It can also be viewed from the table that the indicator content and pedagogical skills gained the highest mean score of 4.60 described as Very High. Followed by development with a Classroom Management mean score of 4.44 described as very high with a mean score of 4.68 descriptively described as Very High. Lastly, result with a mean score of 4.66 or Very High. In contrast, indicator with the lowest mean rating of 3.40 or high is student teacher relationship.

**Table 3**

*Level of Teacher Effectiveness*

Indicators	SD	Mean	Descriptive Level
Student Teacher Relationship	0.42	3.40	High
Facilitative Classroom Environment	0.44	4.21	Very High
Content and Pedagogical Skills	0.45	4.60	Very High
Classroom Management	0.42	4.55	Very High
<b>Overall</b>	<b>0.23</b>	<b>4.19</b>	<b>High</b>

The high level of teacher effectiveness implies that Effective teachers understand they can play an important role in a student's life aside from their academic career. It may be helpful to provide support in the classroom for their social and emotional needs, such as encouraging teamwork during activities and offering helpful advice outside of class period. The result is consistent with the claim of the authors (Ko, Summons & Bakkum, 2033) stating that Teacher effectiveness centers on good teaching, possessing appropriate and sufficient knowledge of the subject matter, evaluating the students, identifying their appropriate learning needs and requirements, possessing skills regarding the usage of questions to engage and challenge the students are also an important aspect of teacher effectiveness, and consolidating understanding is considered to be the effective use of assessment for learning.

### Correlation Between Transformational Leadership of School Heads and Teacher Effectiveness

Presented in Table 4.1 is the correlation between measures of transformational leadership of school heads and teacher effectiveness. It can be gleaned from the table that when transformational leadership is correlated with the measures of teacher effectiveness, the overall r-value results to 0.360 with a p-value of 0.000 which is less than the 0.05 level of significance. This signifies that transformational leadership has a significant relation with teacher effectiveness.

**Table 4.1**

*Significance of the Relationship between Transformational Leadership of School Heads and Teacher Effectiveness*

Transformational Leadership	Teacher Motivation					
	Student Teacher Relationship	Facilitative Classroom	Content and Pedagogical Skills	Classroom Management	Student Teacher Relationship	Overall
Charisma	.576*	.535*	.162*	-.046	.047	.322*
	(0.000)	(0.000)	(0.005)	(0.428)	(0.420)	(0.000)
Social	.631*	.613*	.354*	.141*	.323*	.287*
	(0.000)	(0.000)	(0.000)	(0.014)	(0.000)	(0.000)
Vision	.687*	.707*	.267*	.161*	.279*	.309*
	(0.000)	(0.000)	(0.000)	(0.005)	(0.000)	(0.000)

Transactional	.677*	.645*	.179*	-.122*	-.009	.281
	(0.000)	(0.000)	(0.002)	(0.034)	(0.876)	(0.000)
Delegation	.736*	.737*	.412*	.046	.235*	.351*
	(0.000)	(0.000)	(0.000)	(0.427)	(0.000)	(0.000)
<b>Overall</b>	.779*	.763*	.309*	.024	.181*	.360*
	(0.000)	(0.000)	(0.000)	(0.684)	(0.002)	(0.000)

It can also be seen from the table that transformational leadership is significantly correlated with teacher effectiveness., since the p-value is 0.000 and the overall r-value of charisma is 0.467, social is 0.287, vision is 0.309, transactional is .301 and delegation is 0.351. Thus, the two variables are significantly associated. Also, data revealed that transformational leadership is positively correlated with teacher effectiveness. The correlation between the measures of of transformational leadership of school heads and teacher effectiveness revealed a significant relationship.

This indicates that transformational leadership is a leadership that motivates employees to develop and excel at high levels in performance beyond what they previously expected. Transformational leadership supports people around them, so they can develop further. Lai, et al. (2021) opined that members' attitudes might bechanged by transformational leaders who encourage them to meet expectations. Transformational leadership is mainly about how leaders exert their influence on followers. A person with transformational leadership quality is willing to accept change and demonstrates proactive behavior. This notion signifies that a transformational leader is not bound by rigid rules and is more adaptable to changes in the environment. Transformational leadership is a leadership style that aims to expand the boundaries of a group and make them perform beyond the status quo, thus helping the group achieves new goals. Transformational leadership emphasizes a clear vision and mission statement, effective communication, attention to organizational members, and providing intellectual stimulation

#### Correlation Between HRM Practices and Teacher Effectiveness

Revealed in Table 5 is the correlation between measures of HRM practices and teacher effectiveness. It can be seen from the table that when HRM practices is correlated with the measures of teacher effectiveness, the overall r-value results to 0.639 with a p-value of 0.000 which is less than the 0.05 level of significance. This signified the null hypothesis was rejected This signifies that HRM practices has a significant relation with teacher effectiveness. This showed that the overall HRM practices is significantly related to teacher effectiveness.

All indicators of HRM practices when correlated with overall teacher effectiveness. obtained r values of .606 .579, .482, .526, and .411, respectively and  $p < 0.01$  greater than the level of significance hence, significant. The correlation between measures revealed that there is a significant relationship between HRM practices and teacher effectiveness. This implies that HRM practices is positively correlated with teacher effectiveness. The result of the study confirms with authors (Khomariyah et al., 2023; Mduma & Mkulu, 2021) stating that HRM practices such as compensation of teachers, democratic leadership, employee security, team work and

**Table 5**

*Significance of the Relationship between the Significance of the Relationship between the HRM Practices and Teacher Effectiveness*

HRM Practices	Teacher Effectiveness					
	Student Teacher Relationship	Facilitative Classroom	Content and Pedagogical Skills	Classroom Management	Student Teacher Relationship	Overall
Recruitment	.652*	.679*	.310*	.130*	.282*	.606*
	(0.000)	(0.000)	(0.000)	(0.025)	(0.000)	(0.000)
Training						
Compensation	.705*	.650*	.337*	.065	.278*	.579*
	(0.000)	(0.000)	(0.000)	(0.265)	(0.000)	(0.000)
Evaluation	.694*	.653*	.208*	.029	.137*	.482*
	(0.000)	(0.000)	(0.000)	(0.616)	(0.017)	(0.000)
Information	.752*	.742*	.332*	-.020	.166*	.526*
	(0.000)	(0.000)	(0.000)	(0.734)	(0.004)	(0.000)
Communication	.528*	.400*	.026	.156*	.381*	.411*

	(0.000)	(0.000)	(0.657)	(0.007)	(0.000)	(0.000)
<b>Overall</b>	.814*	.772*	.312*	.080	.292*	.639*
	(0.000)	(0.000)	(0.000)	(0.167)	(0.000)	(0.000)

\*Significant at 0.05 significance level

incentives pay, positively affected the effectiveness of teachers in government secondary schools. The results concluded that for enhancing teachers' performance, compensation and promotion practices should be strong enough because the results show a strong positive correlation whereas, there is a negative relation between performance evaluation practices and the teachers' performance. Performance evaluation or appraisal is a structured and formal interaction between a subordinate and supervisor, in which the work performance of the subordinate is examined and discussed, in order to identify the weaknesses and strengths as well as the opportunities for improvement.

#### The extent of Influence of Predictor Variables on Teacher Effectiveness

Data shown in Table 6 is the regression coefficients to test the significant influence of the overall transformational leadership of school heads and HRM practices on teacher effectiveness. Using the regression analysis, the data

**Table 6**

#### The extent of Influence of Predictor Variables on Teacher Effectiveness

Teacher Motivation (Dependent Variables)				
Independent Variables	$\beta$ (Standardized Coefficients)	B (Unstandardized Coefficients)	t	Sig.
<b>Constant</b>	2.506	.118	21.323	.000
<b>Transformational Leadership (TL)</b>	-.028	-.019	-.288	.779
<b>HRM Practices (HP)</b>	.669	.365	7.079	.000
<b>R</b>	.634			
<b>R<sup>2</sup></b>	.404			
<b>F</b>	101.986			
<b>p</b>	.000			

practices on teacher effectiveness. Using the regression analysis, the data revealed that the overall transformational leadership significantly influence teacher effectiveness since the influence of transformational leadership of school heads and HRM practices on their teacher effectiveness. has the  $p < 0.01$ . This means that the transformational leadership of school heads and HRM practices significantly influence teacher effectiveness. since the probability value is  $p < 0.01$ . The  $R^2$  value of .404 implies that 40.4 percent of the variance of transformational leadership of school heads and HRM practices can be attributed to the variance of teacher effectiveness since of teacher while the remaining 59.6 percent were attributed to other factors not covered by the study.

However, HRM Practices (HP) emerged as a significant predictor of teacher effectiveness of teachers with p values of  $p < 0.01$  and beta-coefficients of .669.

## CONCLUSION AND RECOMMENDATION

With considerations on the findings of the study, conclusions are drawn in this section. There is a high level of transformational leadership, there is a very high level of HRM Practices, and teacher effectiveness. There is a significant relationship between transformational leadership, and teacher effectiveness, and a significant relationship between professional development and teacher effectiveness. Also, HRM Practices has a significant influence on teacher effectiveness in the same way that HRM Practices has a significant influence on teacher effectiveness.

The results of the study implies that the teachers establish guidelines for the management of daily routines. Also, the school directs teachers to use classroom activities which develop the learners' thinking skills. Similarly, the teachers design and relate the classroom content to the application in the



real world. In addition, the result implies that transformational leadership, is significantly correlated with teacher effectiveness in the same way that HRM Practices is positively correlated with teacher effectiveness. Relatedly, among the indicators of transformational leadership and professional development, teacher effectiveness and HRM Practices have the highest degrees of influence on teacher effectiveness. Lastly, the result implies that transformational leadership and HRM Practices are found to be significant predictors of teacher effectiveness.

The conclusions of the study clearly confirm the notion that transformational leadership and HRM Practices can significantly predict teacher effectiveness.. The conclusions are supported by the anchor theory, the Theory of Performance by Schalock and Keith (1993) acknowledged that effective teaching involves a dynamic interaction between content, pedagogical methods, characteristics of learners, and the contexts in which the learning occurs. Additional studies agreed that teacher effectiveness is more than student scores on standardized tests. According to Dweck (1999), accomplished teachers believe in the growth of the intellect and talent (their students' and their own) and they are fascinated with the process of learning. This indicates a specific mindset is needed to be an effective teacher.

The researcher came up with recommendations based from the results of the study. As to the results of a high level of transformational leadership, the researcher recommends that the school management may come up with an inventory of all its positive or advantages and negative or disadvantages on its programs implemented and make some improvements on those items which are below performance/standards. These may include the conduct of physical ocular inspection on the school facilities and equipment to determine whether the existing facilities are still responsive to the academic needs of both the teachers and the students and thereby recommend for its rehabilitation and improvement.

On the results of the very high level of HRM Practices, the researcher recommends that school management may encourage teachers to pursue studies in their masters or doctoral degrees. Exploring professional development opportunities allows teachers to explore their passions and refine essential skills for teaching on a deeper level. The teachers may be provided with chances to continue their schooling for professional development, re-tooling for updates of latest teaching strategies and attendance to seminar and trainings which may allow the teachers to improve their communication skills, ICT skills, critical thinking and maybe seminar on teachers' mental well-being like Mental Awareness, Stress Management or Anger Management.

For the very high level of teacher effectiveness, it is recommended that schools may continue to implement existing practice of having an "open door policy" between teachers and management which may allow the spirit of oneness and harmony at the workplace. There may be constant communication between school management, teachers and students and that everyone may always be reminded of the school's vision, mission and goals so that the best working relationship will be manifested bringing the good image of the school to the community. The best practices of the school maybe continued and if there are some deficiencies and inadequacies, then those areas may be improved or there may be rooms for continuing quality improvement.

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