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Understanding Transformational and Principled School Administrators: Drawing the Pathways of Soccsksargen

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ABSTRACT

This study investigated the relationship between transformational leadership and principled leadership among school administrators from the Schools Division Offices of Cotabato, Kidapawan City, and Tacurong City. Utilizing a mixed-methods approach, the research was conducted in three phases: descriptive-correlational analysis (Phase 1), qualitative exploration (Phase 2), and policy development (Phase 3). Quantitative findings revealed that both transformational and principled leadership levels were very high among school administrators. A significant positive relationship was established between the two leadership frameworks. Further analysis identified idealized influence, inspirational motivation, and individualized consideration as significant predictors of trustworthiness. In addition, idealized influence, intellectual stimulation, and individualized consideration were significant predictors of self-mastery, while empowerment and accountability were influenced by idealized influence, inspirational motivation, and individualized consideration. The structural model confirmed that transformational leadership positively influences principled leadership, supporting theoretical expectations. Phase 2 uncovered key characteristics of transformational school administrators, which include vision and inspiration, empowerment and support, and adaptability and accountability. Furthermore, core leadership principles such as student-centered leadership and belief in the potential of individuals guided their leadership practices. Phase 3 revealed that values such as fostering growth, innovation, and commitment to organizational transformation motivate the adoption of transformational and principled leadership. The findings affirm the critical role of transformational leadership in cultivating ethical, student-centered, and visionary leadership in schools. Based on these results, a policy framework was developed to guide future leadership training, capacity-building programs, and educational governance reforms aimed at strengthening school leadership across various educational contexts.

INTRODUCTION

In the parlance of school administration, transformational leadership plays a crucial role in making a difference in making the school as the center of change not only to students but to teachers and the members of the community. Within this context is principled leaders. It means that they can stand with their own decisions and are committed to transform the school in which they are leading.

In the study of Posuwanwattananun et al. (2023), they confirmed that there was a high level of transformational leadership among school administrators. This can be associated by their effectiveness in handling every situation and in creating changes in different aspects. In addition, Almonawer et al. (2023) stated that school administrators are able to implement democratic and empowering leadership style which became the best predictor of teachers' commitment (Alzoraiki et al., 2023; Coskun et al., 2023).

Meanwhile, principled school administrator conveyed a prioritization in terms of a higher ethical standards in leadership (Baltodano, 2023). As leaders, they are always consistent in making decisions aligning with moral values (Limthnawanit, 2023). In most cases, they considered the outcomes of their actions to all stakeholders and striving their best in acting the best interest of the school community as mentioned by Martinez and Partin (2023).

One of the reasons of the conduct of this study is the limited research that has examined the intersection and synergies between transformational and principled leadership styles within the context of school administration (Engelen et al., 2015; Meuser et al., 2016; Anderson & Sun, 2017). Exploring how these leadership styles complement with each other impact on school outcomes remains an underexplored area (Elamin, 2024). It is within this premise that this research is deemed necessary to be conducted (Martinez & Leija, 2023; Mincu et al., 2024).

Correspondingly, this study provides a perspective of the strength of school administrators to share their immense leadership. It indicates that, as leaders they have to look always into the transformation of the school. This can only be done and achieved if they have the principles which would enable them to create a better avenue to provide teachers, students, and stakeholders growth and development.

Research Questions

This study on transformational and principled school administrators aims to provide an understanding on the context of the Division of Cotabato. Specifically, it intends to answer the following research questions:

1. What is the level of transformational leadership among school administrators in terms of idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration?

2. What is the level of principled leadership among school administrators in terms of trustworthiness, self-mastery, empowerment, and accountability;

3. Is there a significant relationship between transformational leadership and principled leadership among school administrators;

4. Which of the dimensions of transformational leadership significantly influenced principled leadership?

METHODOLOGY

This chapter provides the overview of the methods used in this study. It includes the research design, locale of the study, respondents, instruments, data gathering procedure, statistical tools, and the ethical considerations.

Research Design

This study employed descriptive-correlation research design (Migiro & Magangi, 2011). Specifically, it will first use the descriptive design (Wipunalusat et al., 2020). The primary objective of descriptive research is to describe the characteristics of a population or phenomenon (Othmant et al., 2020). This design often involves comprehensive data collection methods to gather as much detail as possible. Methods included surveys, interviews, observations, and archival research.as revealed by Subedi (2016).

Likewise, this study involved the correlation method. This involved measuring variables as they naturally occur in the environment, without any intervention or manipulation by the researcher. The relationships between variables are analyzed using statistical methods to determine the strength and direction of the association (Curtis et al., 2016; Lau, 2017; Seeram, 2019).

In this study, the researcher determined the level of the responses of the respondents. In this regard, there will be an understanding of their transformational and principled administrators. Meanwhile, a correlation was tested to determine the relationship between the variables. This followed by the testing of the influence.

Research Participants

The respondents of the study were the school administrators in the Division of Cotabato, Sultan Kudarat, Kidapawan City, and Tacurong City. Each of the congressional districts had the proportion of the respondents as shown on the table.

SDOs	Population Size	Sampling Size
Cotabato	250	189
Kidapawan City	29	29
Tacurong City	8	8
Sultan Kudarat	109	89
Total	396	305

Research Instrument

There research instrument used in this study is the quantitative questionnaire. In order to determine the level of the responses of the respondents, a questionnaire was utilized. The transformational leadership was lifted from the study of Rafferty and Griffin (2004) and principled leadership from Hendrikz and Engelbrecht (2019).

Data Analysis

The following statistical tools were used in the analysis of the data.

Weighted Mean. This was used to identify the level of the responses of the respondents relative to transformational and principled leadership among secondary school administrators (Tastle, 2005).

Pearson Product Moment Correlation. This was used to test the significant relationship between transformational and principled leadership among secondary school administrators (Abe & Tsumoto, 2008).

Multiple Regression. This was used to identify the dimensions of transformational leadership as the best predictors of principled leadership among secondary school administrators (Hoyt et al., 2008).

Confirmatory Factor Analysis. It is a statistical technique used to test whether a hypothesized set of relationships between observed variables (indicators) and latent factors (unobserved constructs) fits the data well.

RESULTS AND DISCUSSIONS

Part 1: Transformational Leadership Among School Administrators

Level	Description	Descriptive Interpretation with Percentage
4.21 – 5.00	Very High	The respondents are rated within the range of 91-100%.
3.41 – 4.20	High	The respondents are rated within the range of 81-90%.
2.61 – 3.40	Moderately High	The respondents are rated within the range of 71-80%.
1.81 – 2.60	Fairly Low	The respondents are rated within the range of 61-70%.
1.00 – 1.80	Very Low	The respondents are rated within the range of 51-60%

1. What is the level of transformational leadership among school administrators in terms of idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration?

Transformational Leadership among School Administrators Idealized Influence

It is presented on the table that that school administrators exhibit a very high level of transformational leadership in terms of idealized influence, with a weighted mean of 4.81. All indicators, including ethical standards, role modeling, trust-building, vision articulation, and commitment to the school community, received very high ratings, highlighting the strong leadership presence among administrators.

The findings suggest that school administrators effectively embody transformational leadership, serving as ethical role models and fostering trust and confidence within the school community. Their ability to articulate a clear vision and demonstrate commitment to student and teacher success reinforces a positive school culture.

Level of transformational leadership among school administrators in terms of **Idealized Influence**

Statements	Mean	Description
1. Demonstrating high ethical standards in their actions and decisions.	4.82	Very High
2. Serving a role model for professional behavior and integrity.	4.82	Very High
3. Inspiring trust and confidence among teachers and students.	4.83	Very High
4. Articulating a compelling vision for the school's future that resonates with stakeholders	4.77	Very High
5. Demonstrating a strong commitment to the success and well-being of all members of the school community.	4.83	Very HIgh
Weighted Mean	**4.81**	**Very High**

Inspirational Motivation

The results indicate that school administrators exhibit a very high level of transformational leadership in terms of inspirational motivation, with a weighted mean of 4.80. All indicators, including vision communication, enthusiasm, shared purpose, recognition of individual contributions, and encouragement of creativity, received very high ratings, reflecting administrators' strong motivational influence.

Their ability to communicate the importance of each individual's role in the school's success strengthens engagement and collaboration among educators. Furthermore, by promoting creativity and innovation, administrators cultivate an adaptive and forward-thinking school environment. Schools should continue to develop leadership training programs that enhance these motivational qualities to sustain and improve institutional effectiveness.

Level of transformational leadership among school administrators in terms of **Inspirational Motivation**

Statements	Mean	Description
1.Communicating a clear and inspiring vision for the future of school.	4.78	Very High
2.Expressing enthusiasm and optimism about achieving our goals.	4.79	Very High
3.Inspiring a shared sense of purpose and direction among all members of the school community.	4.79	Very High

4.Communicating the importance of each individual's contribution to the overall success of the school.	4.81	Very High
5.Encouraging creativity and innovation in problem-solving and decision-making.	4.81	Very High
Weighted Mean	**4.80**	**Very High**

Intellectual Stimulation

The table shows that school administrators demonstrate a very high level of transformational leadership in terms of intellectual stimulation, with a weighted mean of 4.79. All indicators, including encouraging critical thinking, promoting innovation, valuing diverse perspectives, and supporting creative problem-solving, received very high ratings, indicating a strong emphasis on fostering an intellectually engaging environment.

This explains that by valuing diverse perspectives and promoting open dialogue, administrators create an environment that supports collaborative learning and professional growth. The strong support for innovation and risk-taking indicates that school leaders understand the importance of adapting to educational challenges and fostering a mindset of continuous improvement. Schools should maintain this high level of intellectual stimulation by providing professional development opportunities and encouraging creative teaching practices.

Level of transformational leadership among school administrators in terms of

Intellectual Stimulation

Statements	Mean	Description
1.Encouraging teachers, staff, and students to think critically and question assumptions.	4.81	Very High
2.Challenging individuals to explore new ideas and approaches to problem-solving.	4.76	Very High
3.Valuing diverse perspectives and encourages open dialogue.	4.81	Very High
4.Supporting initiatives that promote innovation and creativity in teaching and learning.	4.84	Very High
5.Encouraging individuals to take risks and learn from failure.	4.75	Very High
Weighted Mean	**4.79**	**Very High**

Individualized Consideration

The table shares that the level of transformational leadership among school administrators in terms of individualized consideration exhibits a very high with a weighted mean of 4.78. The highest-rated indicators include offering opportunities for teachers and students to pursue their passions (4.82) and providing constructive feedback and encouragement (4.81), demonstrating a strong commitment to personal and professional growth.

Through the adaptation of this leadership style, they are able to meet individual needs and encouraging open dialogue, administrators help create an inclusive and motivating school environment. Personalized feedback and opportunities for professional growth contribute to teacher satisfaction, retention, and overall performance. To sustain this high level of individualized consideration, schools should implement mentorship programs and professional development initiatives tailored to educators' unique strengths and aspirations.

Level of transformational leadership among school administrators in terms of **Individualized Consideration**

Statements	Mean	Description
1.Providing personalized support and guidance to individuals based on their unique strengths, interests, and goals.	4.76	Very High
2.Encouraging teachers and students to voice their opinions and ideas and ensures that their perspectives are valued and considered.	4.80	Very High
3.Offering opportunities for teachers and students to pursue their passions and interests within the school.	4.82	Very High
4.Providing constructive feedback and encouragement to help individuals grow and develop.	4.81	Very High
5.Adapting my leadership style to meet the needs and preferences of different individuals.	4.73	Very High
Weighted Mean	**4.78**	**Very High**

Part II. Principled Leadership Among School Administrators

Level	Description	Descriptive Interpretation with Percentage
4.21 – 5.00	Very High	The respondents are rated within the range of 91-100%.
3.41 – 4.20	High	The respondents are rated within the range of 81-90%.
2.61 – 3.40	Moderately High	The respondents are rated within the range of 71-80%.
1.81 – 2.60	Fairly Low	The respondents are rated within the range of 61-70%.
1.00 – 1.80	Very Low	The respondents are rated within the range of 51-60%

> **2.** **What is the level of principled leadership among school administrators in terms of trustworthiness, self-mastery, empowerment, and accountability;**

Principled Leadership Among School AdministratorsTrustworthiness

The table demonstrate a very high level of trustworthiness among the school administrators in their principled leadership, with a weighted mean of 4.84. The highest-rated indicator is keeping promises and following through on commitments (4.86), highlighting the administrators' reliability and integrity in leadership.

This suggests that trust is a cornerstone of effective school leadership, as administrators prioritize fairness, transparency, and accountability. By maintaining confidentiality, treating all individuals impartially, and admitting mistakes, they foster a school culture based on ethical leadership and respect. A high level of trustworthiness strengthens relationships between administrators, teachers, and students, leading to a more collaborative and motivated school environment. Schools should continue reinforcing trust-building practices through professional ethics training and transparent decision-making processes to maintain and enhance this culture.

Level of principled leadership among school administrators in terms of **Trustworthiness**

Statements	Mean	Description
1.Keeps promises and follows through on commitments.	4.86	Very High
2. Maintains confidentiality and respects the privacy of teachers	4.84	Very High
3. Admits mistakes and takes responsibility for my actions.	4.81	Very High
4. Treats everyone fairly and impartially, without favoritism or bias.	4.84	Very High
5. Communicates openly and transparently about decisions that affect the school community.	4.85	Very High
Weighted Mean	**4.84**	**Very High**

Self- Mastery

The school administrators exhibit a very high level of principled leadership in terms of self-mastery, with a weighted mean of 4.76. This suggests a strong commitment among school leaders to continuous professional development, collaboration, and innovation within their institutions.

Such a high level of self-mastery among administrators implies that they are well-equipped to guide their schools effectively, support teacher development, and implement innovative educational practices. As they set a high performance standards and actively seeking growth opportunities, these leaders create an environment that encourages excellence and continuous improvement.

Level of principled leadership among school administrators in terms of **Self- Mastery**

Statements	Mean	Description
1.Demonstrates deep expertise and knowledge in educational leadership and management.	4.71	Very High
2. Sets high standards for performance and actively seeks opportunities for professional growth and development.	4.72	Very High
3. Provides guidance and support to help teachers develop their own skills and expertise.	4.79	Very High
4. Encourages innovation and experimentation in teaching and learning practices.	4.77	Very High
5. Collaborates with other educational leaders and stakeholders to share knowledge and resources.	4.78	Very HIgh
Weighted Mean	**4.76**	**Very High**

Empowerment

The data indicates that school administrators exhibit a very high level of principled leadership in terms of empowerment, with a weighted mean of 4.81. This reflects a strong commitment to delegating authority that supports professional development.

This implies that administrators are dedicated to creating a school culture where teachers feel valued and motivated. By entrusting teachers with decision-making responsibilities and supporting their professional growth, administrators enhance teacher autonomy and job satisfaction. This approach not only boosts teacher morale but also positively impacts student outcomes, as empowered teachers are more likely to implement innovative teaching strategies.

Level of principled leadership among school administrators in terms of **Empowerment**

Statements	Mean	Description
1. Delegates authority and responsibility to individuals, empowering them to make decisions and take initiative.	4.81	Very High
2. Provides opportunities for teachers to develop new skills and pursue their professional and personal goals.	4.82	Very High
3. Creates a supportive and inclusive environment where everyone feels valued and respected for their contributions.	4.82	Very High
4. Removes obstacles and provides resources to support the success of teachers	4.76	Very High
5. Recognizes and celebrates the achievements and successes of teachers.	4.84	Very HIgh
Weighted Mean	**4.81**	**Very High**

Accountability

The table shows that school administrators demonstrate a very high level of principled leadership in terms of accountability, with a weighted mean of 4.85. This reflects a strong commitment to ethical standards, transparent decision-making, and responsible resource management within their institutions.

The high level of accountability among administrators reflects their commitment to cultivating a school culture built on trust and integrity. Assuming responsibility for their decisions, setting clear performance expectations and ensuring transparency they create an environment where ethical behavior and open communication thrive. This leadership approach enhances organizational effectiveness while serving as a positive example for both staff and students emphasizing the significance of accountability at all levels. To sustain and further improve these practices administrators should continue professional development in ethical leadership and actively seek feedback from stakeholders.

Level of principled leadership among school administrators in terms of **Accountability**

Statements	Mean	Description
1. Takes responsibility for their decisions and actions, including both successes and failures.	4.88	Very High
2. Holds myself to high ethical standards and behaves with integrity in all situations.	4.85	Very High
3. Ensures that resources are used efficiently and effectively to support the goals and priorities of the school.	4.85	Very High
4.Communicates clear expectations for performance and behavior and holds individuals accountable for meeting them.	4.80	Very High
5.Promotes transparency in decision-making and communicates openly about the rationale behind their actions.	4.85	Very HIgh
Weighted Mean	**4.85**	**Very High**

3.Is there a significant relationship between transformational leadership and principled leadership among school administrators;

Relationship of the Transformational Leadership and Principled Leadership Among School Administrators

The correlation matrix reveals significant positive relationships between the dimensions of transformational leadership and the four principled leadership traits (trustworthiness, self-mastery, empowerment, and accountability).

Idealized Influence has moderate positive correlations with all principled leadership traits, indicating that school administrators demonstrating high idealized influence are more likely to be perceived as trustworthy (r = 0.287), self-mastery (r = 0.341), empowering (r = 0.384), and accountable (r =

0.378). These results imply that leaders who serve as role models and uphold strong ethical standards tend to foster an environment of trust and self-regulation, essential for creating effective educational communities.

Inspirational Motivation is positively correlated with all the principled traits as well, with the highest correlation seen with empowerment (r = 0.390). This suggests that leaders who inspire and motivate their teams also enhance their ability to empower staff, creating an atmosphere conducive to growth and accountability.

Intellectual Stimulation shows the strongest positive correlations, especially with self-mastery (r = 0.486), indicating that administrators who encourage creativity and critical thinking in their teams tend to exemplify strong self-mastery themselves. This could suggest that intellectually stimulating leadership fosters personal growth and accountability among staff.

Table 9 Correlation matrix showing the relationship of the transformational leadership and principled leadership among school administrators.

Spearman Rho					
Transformational Leadership		**Trustworthiness**	**Self-mastery**	**Empowerment**	**Accountability**
Idealized Influence	Cor. Coef.	0.287**	0.341**	0.384**	0.378**
	Probability	0.000	0.000	0.000	0.000
Inspirational Motivation	Cor. Coef.	**0.305****	**0.320****	**0.390****	**0.355****
	Probability	0.000	0.000	0.000	0.000
Intellectual Stimulation	Cor. Coef.	**0.316****	**0.486****	**0.382****	**0.377****
	Probability	0.000	0.000	0.000	0.000
Individualized Consideration	Cor. Coef.	**0.388****	**0.478****	**0.448****	**0.391****
	Probability	0.000	0.000	0.000	0.000

***.Corre*lation is significant at the 0.01 leve*l.*

*.Correlation is significant at the 0.05 level.

3. Which of the dimensions of transformational leadership significantly influenced principled leadership?

Influence of the Transformational Leadership on the Principled

Leadership Among School Administrators Transformational Leadership on Trustworthiness

The regression analysis shows that idealized influence (β=0.112, p = 0.050), inspirational motivation (β=0.114, p = 0.047), and individualized consideration (β=0.313, p < 0.0001) significantly affect trustworthiness among school administrators. Intellectual stimulation (β=0.005-p = 0.939) does not have a significant influence on trustworthiness.

Table 10 Influence of the transformational leadership on the principled leadership among school administrators in terms of **trustworthiness.**

Transformational Leadership	Coef. β	Std. Error	t – value	Probability
(Constants)	2.233	0.288	7.752	0.000
Idealized influence	0.112	0.058	1.927	0.050*
Inspirational motivation	0.114	0.057	1.993	0.047*
Intellectual stimulation	0.005	0.061	0.077	0.939
Individualized consideration	0.313	0.061	5.108	0.000**

R^2 = 0.234   F – Value = 23.660

Probability = 0.000**   ** = Significant at 1% level.

* = Significant at 5% level

Transformational Leadership on Self-Mastery

The regression analysis reveals that idealized influence (β=0.244, p < 0.0001), intellectual stimulation (β=0.248, p < 0.0001), and individualized consideration (β=0.312, p < 0.0001) significantly affect self-mastery among school administrators. Inspirational motivation (β=0.033, p = 0.613) does not have a significant impact on self-mastery. The R² value of 0.343 indicates that approximately 34.3% of the variance in self-mastery is explained by these transformational leadership dimensions, and the F-value of 40.317 (p < 0.0001) suggests that the model as a whole is statistically significant.

These findings suggest that school administrators can enhance their self-mastery by focusing on idealized influence, intellectual stimulation, and individualized consideration. Administrators who demonstrate strong role-model behaviors, encourage creative thinking, and provide individualized support are more likely to exhibit greater self-mastery. However, inspirational motivation does not significantly influence self-mastery, implying that motivating others alone may not be sufficient to foster self-regulation and personal growth in leadership.

Table 11 Influence of the transformational leadership on the principled leadership among school administrators in terms of **self-mastery.**

Transformational Leadership	Coef. β	Std. Error	t – value	Probability
(Constants)	0.748	0.329	2.273	0.024
Idealized influence	0.244	0.067	3.657	0.000**
Inspirational motivation	0.033	0.065	0.506	0.613
Intellectual stimulation	0.248	0.070	3.539	0.000**
Individualized consideration	0.312	0.070	4.450	0.000**

R^2 =   0.343   F – Value = 40.317

Probability = 0.000**   ** = Significant at 1% level.

Transformational Leadership on Empowerment

The regression analysis shows that idealized influence (β=0.233, p < 0.0001), inspirational motivation (β=0.145, p = 0.014), and individualized consideration (β=0.380, p < 0.0001) significantly affect empowerment among school administrators. Intellectual stimulation (β=0.002p = 0.973) does not have a significant impact on empowerment. The R² value of 0.346 indicates that approximately 34.6% of the variance in empowerment is explained by these transformational leadership dimensions. The F-value of 40.930 (p < 0.0001) shows that the model is statistically significant.

Table 12 Influence of the transformational leadership on the principled leadership among school administrators in terms of **empowerment.**

Transformational Leadership	Coef. β	Std. Error	t – value	Probability
(Constants)	1.167	0.297	3.925	0.000
Idealized influence	0.233	0.060	3.866	0.000**
Inspirational motivation	0.145	0.059	2.469	0.014*
Intellectual stimulation	0.002	0.063	0.033	0.973
Individualized consideration	0.380	0.063	6.013	0.000**

R^2 =   0.346   F – Value = 40.930

Probability = 0.000**   ** = Significant at 1% level.

* = Significant at 5% level.

findings highlight the importance of leaders who exemplify ethical behavior and **Transformational Leadership on Accountability**

The regression analysis shows that idealized influence (β=0.244, p < 0.0001), inspirational motivation (β=0.159, p = 0.003), and individualized consideration (β=0.172, p = 0.002) significantly affect accountability among school administrators. Intellectual stimulation (β=0.065, p = 0.248) does not have a significant impact on accountability. The R² value of 0.306 indicates that approximately 30.6% of the variance in accountability is explained by these transformational leadership dimensions. The F-value of 34.050 (p < 0.0001) shows that the model is statistically significant.

Table 13 Influence of the transformational leadership on the principled leadership among school administrators in terms of **accountability.**

Transformational Leadership	Coef. β	Std. Error	t – value	Probability
(Constants)	1.776	0.264	6.714	0.000
Idealized influence	0.244	0.054	4.553	0.000**
Inspirational motivation	0.159	0.052	3.030	0.003**
Intellectual stimulation	0.065	0.056	1.156	0.248
Individualized consideration	0.172	0.056	3.062	0.002**

R^2 =   0.306   F – Value = 34.050

Probability = 0.000**   ** = Significant at 1% level.

    4.   What model on transformational and principled school administrators can be developed based on the findings of the

V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of findings, conclusions, and recommendations.

Summary of Findings

This study was divided into three phases. Phase 1 deals with the descriptive correlation, whiles Phases 2 and 3 on the qualitative and policy development. The respondents were taken from the Schools Division Offices of Cotabato, Kidapawan City, Sultan Kudarat and Tacurong City. The following findings are highlighted:

1. The level of transformational leadership among the school administrators is very high.

2. The level of principled leadership among the school administrators is very high.

3. There is a significant relationship between transformational leadership and principled leadership among the school administrators.

4. Idealized influence, inspirational motivation, individualized consideration are the predictors of trustworthiness. Likewise, idealized influence, intellectual stimulation, and individualized consideration predict self-mastery. In the same manner, idealized influence, inspirational motivation, and individualized considered are the predictors of empowerment and accountability.

5. The model supports the theory that transformational leadership behaviors are positively associated with principled leadership qualities.

Conclusions

The following conclusions are drawn:

1. Transformational leadership is strongly practiced among school administrators, as reflected in the very high levels observed in the study. This indicates that school leaders consistently demonstrate behaviors that inspire, empower, and support their stakeholders.

2. Principled leadership is also highly evident, showing that school administrators lead with integrity, accountability, and a strong moral compass in guiding school operations and decision-making.

3. There is a significant and positive relationship between transformational and principled leadership, confirming that transformational behaviors are aligned with and contribute to the development of principled leadership qualities.

4. Specific transformational leadership components—idealized influence, inspirational motivation, and individualized consideration—are strong predictors of trustworthiness. Similarly, idealized influence, intellectual stimulation, and individualized consideration predict self-mastery. Moreover, empowerment and accountability are predicted by idealized influence, inspirational motivation, and individualized consideration.

5. The validated model affirms the theoretical assumption that transformational leadership positively influences principled leadership, emphasizing the importance of cultivating transformational traits to enhance ethical and value-based school leadership.

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