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Transformational Leadership Competencies of School Heads and their Impact on Teacher Organizational Outcomes

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ABSTRACT

This study determined the relationship between school heads' transformational leadership competencies and the organizational outcomes of selected public junior high school teachers in Cotabato Division. It was conducted through quantitative research method utilizing a descriptive correlational approach.

This study was conducted in the junior high schools of the municipality of Arakan, Antipas, and President Roxas under the Schools Division of Cotabato Province which included 215 public junior high school teachers within the municipalities. Result revealed that transformational leadership competencies of school heads are highly observed indicating that achievement manifested the highest mean score followed by commitment, performance, compassion and feedback. On the other hand, the organizational outcomes of public junior high school teachers were also excellent indicating the structure characterization manifested the highest mean score followed by subordinate excellence and strategic excellence. It was also found out that transformational leadership competencies of school heads had a significant relationship with teachers although other factors had not. Similarly, significant influence of transformational leadership competencies of school heads on the organizational outcomes of teachers was evident

Thus, these findings affirm that strong, transformational leadership is crucial in achieving optimal organizational outcomes in educational settings which basically reject the hypothesis of the study.

INTRODUCTION

As globalization and various advancements create pressures, organizations face substantial challenges and must enhance performance to maintain a competitive edge. Educational institutions strive to leverage human resources to create distinctive value.

The American Society for Quality (2023) emphasizes that organizational excellence involves a continuous effort to develop the outside context of qualifications and stages. This framework is intended to motivate employees as well as to encourage their participation, ensuring that the goods and offered services can attain the satisfaction of clients aligned with their expectations.

The focus of school structural results is on institutions' total performance. However, schools frequently face hurdles that impede the pursuit of organizational excellence, resulting in subpar performance. Taufik and Istiarsono (2020) stated that issues include failing government policies, large obligations for school leaders, ineffective school management, a lack of community participation (student parents), and a lack of government fund. Furthermore, School leaders' concerns are caused by a lack of organizational culture, reluctance to change, high administrative duties, subpar physical conditions, and resource constraints. inability to achieve superior organizational results, which were not given much attention in evaluating the aspects that contributed failure in meeting organizational outcomes (Dinler 2024) that remains a research gap.

Therefore, there is a need to study further the ways of improving leadership competencies and teachers' organizational outcomes. Improvement of these aspects may bridge the gap on the existing evaluation facts concerning teachers' organizational outcomes in the Philippines. This study aims to investigate the impact of transformational leadership competencies of school heads to organizational outcome to further provide data in enhancing the education system.

Statement of the Problem

The organizational outcomes of a subset of public junior high school teachers in Cotabato Division were examined in this study in connection to the transformational leadership competencies of school heads. It primarily aimed to respond to the following queries:

1. What is the extent of transformational leadership competencies of school heads as perceived by the public junior high school teachers in terms of compassion, feedback, achievement, commitment, and performance?

2. What is the extent of organizational outcomes of public junior high school teachers regarding subordinate excellence, structure characterization, and strategic excellence?

Research Design

The phase one of the study used a descriptive correlational approach as part of a quantitative research methodology. The positivist paradigm, which supports methods based on statistical breakdown and includes extra strategies like inferential statistics, hypothesis testing, mathematical exposition, and surveys with a set number of predetermined responses, is the foundation of quantitative research, which is the study of phenomena using numerical data and statistical, analytical, or computing tools.

The data analysis for the quantitative study focused on developing statistical analysis through regression analysis, factor analysis, reliability analysis, correlation analysis, and descriptive analysis in order to produce a usable quantitative analysis for the study (Coghlan & Brydon-Miller, 2024).

One type of exploratory research methodology is descriptive research. According to Siedlecki (2020), it allows researchers to accurately and methodically explain a population, situation, or event. Additionally, a study that looks at the connections between two or more variables in a single group—which might happen at multiple levels—is known as correlational research. It is a non-experimental design that looks at how two or more variables relate to one another.

Without modifying or controlling any of the variables, a correlational research approach examines relationships between them. A correlation, which can be either positive or negative, shows how strongly or in which direction two or more variables are related (Siedlecki, 2020).

Due to its reliance on numerical data for analysis and interpretation, this study was classified as quantitative. The purpose of the descriptive study was to determine the organizational results of teachers and the level of transformational and leadership competencies demonstrated by school heads. Furthermore, this study was considered correlational because its goal was to assess the relationship between the organizational outcomes of teachers in the public junior high schools in Cotabato Division and the transformational leadership qualities displayed by school heads.

The second phase of the study utilized qualitative research, a naturalistic approach that addresses the complexities of human behavior by exploring experiences in depth. This type of research emphasizes the intricacies of human experiences and allows individuals to articulate their interpretations and perceptions of various situations (Austin & Sulton, 2014). The study specifically adopts a phenomenological design, which aimed to capture the significance of a phenomenon by analyzing the perspectives of those who have lived through it. By following a phenomenological framework, the study seeks to understand and describe the lived experiences of teenagers regarding their alcohol use. This approach allows for a detailed analysis of how teenagers perceive their drinking behaviors, including motivations and social influences.

This research centers on the *perceptions and experiences of teachers* regarding school leadership. Qualitative methods—such as interviews or focus groups—allow researchers to explore deep, personal insights that quantitative methods might miss. Leadership behaviors, emotional intelligence, and workplace motivation are complex, context-dependent phenomena. Qualitative research helps uncover how these elements interact within specific school cultures, allowing for a more holistic understanding of issues like burnout, disengagement, and leadership trust.

Data/Statistical Analysis

The following statistical methods were used for a more thorough interpretation and analysis of the data:

Mean. This was utilized to gauge the organizational results of teachers as well as the degree of leadership competency had by school heads.

Spearman Correlation. This was utilized to determine the relationships between school heads' transformational leadership competencies and the organizational outcomes of teachers.

Regression Analysis. This was used to ascertain how much the transformational leadership competencies of school heads affected teachers' organizational outcomes.

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

Transformational Leadership Competencies of School Heads

This section answered the research question number one (1). The discussions focused on the derived mean and weighted mean of indicators used to measure each parameter for the competencies of school leaders aligned with transformational leadership in terms of compassion, feedback, achievement, commitment, and performance

Transformational Leadership Competencies of School Heads In terms of Compassion

Table 3 shows the observed transformational leadership competencies of school heads in terms of compassion. This factor obtained a weighted mean of 4.47 (highly competent). This indicates that the school heads are capable and possess transformational leadership competency in terms of compassion.

The gleaned data reveal that responding quickly to motivate and boost teachers to surpass their expectations has the highest mean (4.57), followed by implementing policies by prioritizing the well-being of teachers and students with the mean of 4.53 then, manifesting care for everyone by placing a strong emphasis on the holistic education of students and recognizing and highlighting the strengths of teachers to motivate them to achieve organizational

goals with both gained mean of 4.50 while allocating resources appropriately by giving teachers time to facilitate personal growth has the lowest mean (4.43).

These results show that the transformational leadership competency of school heads in terms of compassion is oftentimes evident. Wherein school heads are often competent of responding and motivating their teachers with emphasis on their strengths and expectations. They also implement policies with utmost consideration of their teachers and students' well-being. These findings imply a compassionate leadership approach of school heads emphasizing the importance of inclusive and supportive practices within the school community.

Riley's (2022) assertion that compassionate school leaders foster a culture that gives kids and teens a strong feeling of identity and belonging in the classroom is supported by the data gathered on the observed compassionate leadership style of the school heads in this study. These circumstances were established by the school leaders through contacts, trust-building, and community involvement. They are created by school administrators who provide an example of empathy, compassion, and decency toward others.

This observation further validates the assertions of Riley (2022) that compassionate leaders exert influence in demonstrating desired behaviors. Compassionate responsiveness emerges as leaders cultivate environments where all feel a sense of belonging.

Table 3 Extent of transformational leadership competencies of school heads in terms of compassion.

			Descriptive Equivalent
No.	Indicators	Mean	
1	Manifesting care for everyone by placing a strong emphasis on the holistic education of students.	4.50	Highly Competent
2	Recognizing and highlighting the strengths of teachers to motivate them to achieve organizational goals.	4.50	Highly Competent
3	Implementing policies by prioritizing the well-being of teachers and students.	4.53	Highly Competent
4	Responding quickly to inspire and motivate teachers to exceed their expectations.	4.57	Highly Competent
5	Allocating resources appropriately by giving teachers time to facilitate personal growth.	4.43	Highly Competent
Weighted Mean		4.47	Highly Competent

Level	Range	Description
5	4.21-5.00	Highly Competent
4	3.41-4.20	Competent
3	2.61-3.40	Moderately Competent
2	1.81-2.60	Slightly Competent
1	1.00-1.80	Very Slightly Competent

Transformational Leadership Competencies of School Heads In terms of Feedback

The gleaned data in Table 4 reveal the transformational leadership competencies of school heads in terms of feedback. The derived data show that the weighted mean is 4.47 at a highly competent level. This means that the transformational leadership competency of school heads in terms of feedback is oftentimes evident.

It can be understood from the data that all indicators resulted in highly competent levels wherein providing time for teachers to evaluate their strengths and weaknesses in teaching and valuing the needs of others equally to foster high performance through empathy and responding quickly to inspire and motivate teachers to exceed their expectations. They were also observed highlighting the importance of providing quality and constructive feedback to improve teaching performance and prompt actions.

The observations show that the school heads oftentimes give opportunities to teachers to reflect and evaluate their pedagogical routines while fostering fairness and trust in the working environment. These results imply the necessity of feedback in promoting continuous improvement and excellence in teaching practices within the school environment. These results confirm the presentation of Hutchins (2024), that principals are essential in helping

schools foster a culture of ongoing professional development by setting up time for peers to provide formative input. The administrators encourage professional development to enhance performance by giving instructors frequent opportunity to participate in group discussions and exchange ideas.

Table 4 Extent of transformational leadership competencies of school heads in terms of feedback.

No.	Indicators	Mean	Descriptive Equivalent
1	Providing time for teachers to evaluate their strengths and weaknesses in teaching.	4.53	Highly Competent
2	Highlighting the importance of providing actionable quality feedback to improve teaching performance.	4.43	Highly Competent
3	Providing constructive feedback to teachers for prompt action.	4.37	Highly Competent
4	Valuing the needs of others equally to foster high performance through empathy.	4.50	Highly Competent
5	Letting the teachers feel trusted in doing their tasks well to improve performance.	4.50	Highly Competent
Weighted Mean		4.47	Highly Competent

Level	Range	Description
5	4.21-5.00	Highly Competent
4	3.41-4.20	Competent
3	2.61-3.40	Moderately Competent
2	1.81-2.60	Slightly Competent
1	1.00-1.80	Very Slightly Competent

Transformational Leadership Competencies of School Heads In terms of Achievement

The data in Table 5 presents the transformational leadership competencies of school heads regarding achievement. This factor received a weighted mean score of 4.56, reflecting a highly competent level of performance. This suggests that school heads are actively collaborating with teachers to foster an achievement-oriented environment, thereby ensuring the successful attainment of set goals.

The data indicate that all achievement indicators are highly regarded. School leaders have enhanced teachers' teaching capabilities by managing school activities to ensure optimal outcomes with a 4.73 mean score. They have also fostered an achievement-oriented environment by collaborating with teachers (4.60) and have set clear goals that incorporate high-performance standards while building trust among educators to promote ongoing improvement (4.53).

Furthermore, they have established a high standard of excellence, encouraging teachers to pursue continuous improvement based on defined expectations (4.50). However, the area with the lowest mean score (4.43) pertains to the allocation, monitoring, and control of resources. The results show that the school heads facilitate the continuous improvement of teachers with their specific set goals.

These findings highlight the multifaceted efforts of school heads in creating an environment that prioritizes achievement, continuous improvement, and resource management. The consistent emphasis on these aspects reflects the substantial impact of transformational leadership competencies in fostering a culture of excellence and success within the community in school.

The findings support the assertion made by Durako and Hoxha (2021) that school administrators who employ a transformational leadership style can assist instructors in seeing beyond their own beliefs in order to determine the school's mission and objectives. They create the plans of action to quickly accomplish objectives.

Table 5 Extent of Transformational Leadership Competencies of School Heads in terms of Achievement.

No.	Indicators	Mean	Descriptive Equivalent
1	Promoting the increase of capability of teaching by administering all school activities to secure the best outcomes.	4.73	Highly Competent
2	Securing effective allocation, monitoring, and controlling the use of resources.	4.43	Highly Competent

3	Facilitating arrangements with teachers to create an achievement-oriented environment to attain set goals.	4.60	Highly Competent
4	Establishing a high standard of excellence for teachers to seek continuous improvement based on set expectations	4.50	Highly Competent
5	Setting goals with high-performance standards and trust in teachers to encourage continued improvement.	4.53	Highly Competent
Weighted Mean		4.56	Highly Competent

Level	Range	Description
5	4.21-5.00	Highly Competent
4	3.41-4.20	Competent
3	2.61-3.40	Moderately Competent
2	1.81-2.60	Slightly Competent
1	1.00-1.80	Very Slightly Competent

Transformational Leadership Competencies Of School Heads in Terms of Commitment

With a weighted mean of 4.53—a highly competent level—the organized data in Table 6 illustrates the transformational leadership competencies of school heads in terms of commitment. This indicates that school heads' transformational leadership capability in terms of dedication is frequently seen.

The results show that the school heads continuously exert effort to enhance the quality of performances that align with community needs gained by implementing educational policies, enhancing staff capacity and efficiency, and ensuring a safe school environment for all staff members. They also continuously observe cultivating the quality of education with a collective commitment of school components to improve school performance and meet expectations.

Based on the results, it is evident that the transformational leadership competencies of school heads in terms of commitment exist. They are committed to strengthening educational goals that could cater safe school environment, efficient staff, and aligned learning objectives to the needs of the community. It implies that school heads are committed to their duties and responsibilities.

These results backed-up the statement of Siahaan et al. (2020) that enhancing the quality of education necessitates collective commitment from the school components to improve their performance and meet the expectations of the school's primary stakeholders. Schools must continuously align with the community's needs and desires. Achieving improved education quality within a school needs the active involvement and empowerment of all parties involved in education, as well as the effective application of the educational system's principles.

Table 6 Extent of transformational leadership competencies of school heads in terms of commitment.

No.	Indicators	Mean	Descriptive Equivalent
1	Enhancing the quality of education with a collective commitment of school components to improve school performance.	4.53	Highly Competent
2	Striving a continuous effort to enhance the quality of performances aligning with community needs.	4.60	Highly Competent
3	Strengthening connections among internal and external stakeholders.	4.50	Highly Competent
4	Considering leader-teacher ethical interactions and internal-external based on professional and personal ethics.	4.47	Highly Competent
5	Implementing educational policies, enhancing staff capacity and efficiency and ensuring a safe school environment	4.57	Highly Competent
Weighted Mean		4.53	Highly Competent
Level	Range	Description	

5	4.21-5.00	Highly Competent
4	3.41-4.20	Competent
3	2.61-3.40	Moderately Competent
2	1.81-2.60	Slightly Competent
1	1.00-1.80	Very Slightly Competent

Transformational Leadership Competencies of School Heads in Terms of Performance

Table 7 indicates the performance of school heads in terms of transformational leadership competencies, with a weighted mean of 4.45 at a highly competent description. This indicates that school heads' performance metrics for transformational leadership competencies are frequently evident.

The results show that all indicators of the competency factor are highly competent. School heads have effectively provided teachers with management skills (4.57) and developed their abilities to create an efficient learning environment (4.50). They also encouraged parental involvement for a clean school environment (4.47) and promoted a culture of continuous learning and improvement, with means of 4.37 and 4.33, respectively.

These findings indicate that leaders in schools exhibit a clear competency in transformational leadership related to performance. They actively enhance and support teachers' skills to achieve organizational goals, fostering an effective and efficient learning environment. These results highlight the diverse aspects of leadership qualities tied to performance, demonstrating a strong dedication to excellence in multiple areas for the overall improvement of the school community.

The implications align with the arguments put forward by Noreen et al. (2020) that school leaders must be willing to make critical decisions for their institutions. In the educational sector, school heads are seeking efficiency from their teachers to ensure optimal performance to achieve the need to effectively carry out essential functions.

Table 7 Extent of transformational leadership competencies of school heads in terms of performance.

No.	Indicators	Mean	Descriptive Equivalent
1	Providing the teachers with the knowledge and skills in management to be well-equipped to do their tasks for the school as an organization.	4.57	Highly Competent
2	Establishing ways to develop well-motivated and committed teachers.	4.33	Highly Competent
3	Encouraging parental involvement in coming up with a clean orderly school environment.	4.47	Highly Competent
4	Promoting a culture of continuous learning and improvement.	4.37	Highly Competent
5	Developing teachers' abilities necessary to foster efficient and effective learning environment.	4.50	Highly Competent
Weighted Mean		4.45	Highly Competent

Level	Range	Description
5	4.21-5.00	Highly Competent
4	3.41-4.20	Competent
3	2.61-3.40	Moderately Competent
2	1.81-2.60	Slightly Competent
1	1.00-1.80	Very Slightly Competent

Organizational Outcomes of Public Junior High School Teachers

This section of the study assessed the Organizational Outcomes of Public Junior High School Teachers. It covered the teachers' subordinate excellence, structure characterization and strategic excellence.

Teachers' Subordinate Excellence

The organizational results of public junior high school teachers with regard to subordinate excellence are shown in Table 9. It demonstrates that the weighted mean, at a level that is often seen, is 4.45. This indicates that instructors' organizational results in terms of subordinate excellence are frequently seen.

The results show that all indicators are highly observed under the subordinate excellence indicator. Teachers exhibited mental agility and creativity enabling them to overcome challenges that contributed to attaining the school's overall objectives (4.60) and decisions that ensure the achievement of school goals. The teachers also exhibited mental agility and creativity enabling them to overcome challenges that contributed to attaining the school's overall objectives (4.53) then teachers effectively leveraged their qualities in achieving organizational goals and while teachers possessed inventive skills to tackle both internal and external obstacles, with respective mean scores of 4.50 and 4.47.

Table 9. Extent of organizational outcomes of teachers regarding subordinate excellence.

No.	Indicators	Mean	Descriptive Equivalent
1	Teachers effectively leveraged their qualities in achieving organizational goals.	4.50	Excellent
2	Teachers possessed creative abilities to face internal and external challenges.	4.47	Excellent
3	Participated in decisions that ensure the achievement of school goals for both the school and individuals in the school.	4.53	Excellent
4	Teachers exhibited mental agility and creativity enabling them to overcome challenges that contributed to attaining the school's overall objectives.	4.60	Excellent
5	Teachers were motivated to focus maximally on performing their tasks.	4.53	Excellent
Weighted Mean		4.53	Excellent

Level	Range	Description
5	4.21-5.00	Excellent
4	3.41-4.20	Very Good
3	2.61-3.40	Good
2	1.81-2.60	Fair
1	1.00-1.80	Poor

Based on the results in Table 9, it can be understood that subordinate excellence as an indicator of teachers' organizational outcomes is evident. Teachers are mentally stable who can overcome challenges, who are motivated and creative in handling not only educational issues but also in performing school tasks towards the achievement of organization's goals. These findings collectively affirm the organizational excellence in terms of subordinate excellence, indicating a workplace culture that values and empowers its workforce for collective success.

These results are supported by Jassim (2022) stating that subordinates must be involved in decision-making. They are a valuable resource with unique abilities, skills, competencies, and experience, making them the organization's most significant asset. Effectively leveraging these qualities is crucial for achieving goals. Furthermore, subordinates exhibit mental agility and creativity, enabling them to overcome challenges and inspire others, thus contributing to the organization's overall objectives.

Teachers' Structure Characterization.

The organizational results of public junior high school instructors on the structure characterization are shown in Table 10. The weighted mean, which is at an exceptional level, is 4.54. In terms of structural characterization, this indicates that instructors' organizational outcomes are at their peak.

In particular, teachers demonstrated a high level of involvement in decision-making and offered helpful criticism to assist students in developing their abilities and achieving high performance levels.

They also highly observed proper communication with colleagues for proper actions to obtain organizational targets while they exercised the necessary powers to perform the work in school.

The results display that structure characterization on the organizational outcome of teachers are evident. Teachers often take part in decision making and provide constructive feedback and solution to improve learning outcomes as well as participate in collegial discussion to achieve organizational goals. These findings collectively affirm the organizational excellence in terms of structure's characterization, indicating a well-defined and participatory organizational framework that values and incorporates the input of its members for effective decision-making and development.

Table 10. Extent of organizational outcomes of teachers regarding structure characterization.

No.	Indicators	Mean	Description
1	Teachers manifested a high degree of participation in making decisions.	4.60	Excellent
2	Teachers communicated for proper actions to obtain organizational targets.	4.53	Excellent
3	Teachers showed confidence in resolving the school's problems to gain a high level of performance.	4.57	Excellent
4	Teachers exercised the necessary powers to perform the work in school.	4.40	Excellent
5	Teachers provide constructive feedback to help students improve their skills.	4.60	Excellent
Weighted Mean		4.54	Excellent

Level	Range	Description
5	4.21-5.00	Excellent
4	3.41-4.20	Very Good
3	2.61-3.40	Good
2	1.81-2.60	Fair
1	1.00-1.80	Poor

The observation in Table 10 supports the statement of Hussein (2021) that they highly consider proper communication and collaborations in facilitating the execution of activities aimed at achieving the organization's goals. They take into account a crucial framework or instrument that offers a transparent depiction of the internal composition of the company. In order to guarantee the continuity and achievement of the organization's goals, it delineates the levels, departments, responsibilities, and authorities in addition to defining communication networks and information flow.

Teachers' Strategic Excellence.

Table 11 reflects the organizational outcomes of public junior high school teachers concerning to strategic excellence. It shows that the weighted mean is 4.46, in excellent level. This means that the organizational outcome of teachers in terms of strategic excellence is at their highest level.

The indicators show organizational outcomes, especially those related to strategic excellence, are frequently and noticeably manifested, as demonstrated by the comprehensive results across all four claims. A recurring pattern emerges from the analysis, emphasizing the advantageous organizational characteristics that support successful strategic management. A dedication to developing a strategic culture within the company is demonstrated by the belief in disseminating values and viewpoints consistent with the authorized plan.

A strategic approach to organizational growth is further demonstrated by focusing on synchronization between authorized strategies and organizational levels and striving for a stable strategy and policy for competitive positioning. Together, these results support the organizational achievements in terms of strategic excellence, pointing to a deliberate and well-coordinated attempt to align organizational strategies, values, and policies for long-term success and competitiveness.

Table 11 Extent of organizational outcomes of teachers regarding strategic excellence.

No.	Indicators	Mean	Description
1	Collaboratively worked out strategy formulation process based on the cooperation of more than one party	4.37	Excellent
2	Teachers created a kind of harmony and agreement between the approved strategies and organizational needs.	4.57	Excellent
3	Teachers achieved a balance of strategy and policy for continuous improvement.	4.40	Excellent
4	Integrated policies that are in harmony with the content of the approved organizational strategy.	4.43	Excellent
5	Integrated innovative teaching strategies to foster academic excellence.	4.53	Excellent
Weighted Mean		4.46	Excellent

Level	Range	Description
5	4.21-5.00	Excellent
4	3.41-4.20	Very Good
3	2.61-3.40	Good
2	1.81-2.60	Fair
1	1.00-1.80	Poor

The results in Table 11 correspond to the notion of Riley (2022) who stated that strategic excellence is both a dynamic goal and an ongoing process. Achieving excellence is a continual pursuit, and the objective of Strategic Excellence should be regularly assessed, ideally on an annual basis. It involves a commitment to continuous improvement. Strategic Excellence is essentially the application of strategic thinking to cultivate an adaptable strategy that can respond to changing circumstances. It plays a pivotal role in fostering a high-performing culture that aspires to attain ideal behavior

Relationship of the Transformational Competencies and Organizational Outcomes

The processed data presented in the correlation matrix highlight the relationship between school heads' transformational competencies and the organizational outcomes of public-school teachers. This analysis directly addresses the third research question posed in the study.

The correlation matrix in Table 13 presents the processed data, illustrating the connection between school heads' transformational competencies and the organizational outcomes of public-school teachers. Notably, among the dimensions of transformational competencies, the organizational outcomes of commitment and performance exhibit a significant relationship with teachers' organizational outcomes in terms of strategic excellence ($t = 0.366^*$, and $p = 0.043$). Additionally, transformational competencies related to performance show a significant relationship with structure characterization ($t = -0.295^*$, and $p = 0.048$). Probability values are evident representing values to reject the null hypothesis in this part of the study.

Moreover, these findings suggest that certain organizational outcome indicators are positively correlated with the transformational competencies of school heads. Specifically, as transformational competencies increase, corresponding organizational outcomes also improve, following the principle that an increase in one variable positively influences the other.

However, further analysis reveals a negative significant relationship between performance and structure characterization. This indicates an inverse relationship, wherein an increase in structure characterization corresponds to a decrease in performance, or vice versa.

Participative leadership facilitates shared decision-making by consulting followers and incorporating their opinions and recommendations into the formulation of policies. Principals must support teachers' ongoing development if they hope to reap all or some of the benefits of this leadership style. In order for teachers to accomplish set, difficult goals, principals must also have faith in their abilities (Martinez (2014).

Table 13 Correlation matrix showing the relationship of the transformational competencies of the school heads and organizational outcomes of the public-school teachers.

<i>Spearman Rho</i>				
Transformational Competencies		Subordinate Excellence	Structure Characterization	Strategic Excellence
Compassion	Cor. Coef.	-0.272	-0.163	0.154
	Probability	0.139	0.382	0.410
Feedback	Cor. Coef.	0.087	0.188	-0.236
	Probability	0.640	0.311	0.202
Achievement	Cor. Coef.	-0.188	-0.275	-0.211
	Probability	0.312	0.134	0.254
Commitment	Cor. Coef.	-0.090	-0.029	0.366*
	Probability	0.632	0.877	0.043
Performance	Cor. Coef.	-0.056	-0.295*	0.169
	Probability	0.766	0.048	0.365

****.**Correlation is significant at the 0.01 level.

*****Correlation is significant at the 0.05 level.

Summary, Conclusions, and Recommendations

This chapter presents the summary and recommendation of the study. The results and findings are presented according to the sequence of the variables and factors evaluated.

Summary

This study used a descriptive correlational approach as part of a quantitative research methodology. This study was carried out in the Cotabato Province's Schools Division's junior high schools in the municipalities of Arakan, Antipas, and President Roxas which included 215 public junior high school teachers within the municipalities. It made use of a survey questionnaire created by the researcher. There were two separate sections on the questionnaire. While the second component assessed organizational excellence, the first section concentrated on evaluating school heads' transformational leadership competencies. The findings were statistically analyzed using the mean and spearman correlation.

Results signified that the transformational leadership competencies of school heads in terms of compassion were highly observed as well as feedback, achievement, commitment, and performance. On the other hand, it was also revealed that organizational outcomes of public junior high school teachers regarding were excellent.

Additionally, it was discovered that while other characteristics did not significantly affect instructors, the transformational leadership competencies of school heads did. Similarly, it was clear that school heads' transformational leadership skills had a big impact on teachers' organizational results.

Conclusions

The findings underscore the vital role of transformational leadership competencies play in shaping the school environment. School heads demonstrated notable strengths in areas such as compassion, feedback, achievement, commitment, and performance, which were highly observed by their teams. Similarly, the organizational outcomes of public junior high school teachers were also held in high regard, reflecting a positive and collaborative atmosphere.

Moreover, the data revealed a significant relationship between the transformational leadership competencies of school heads and the experiences of teachers, emphasizing the profound impact such leadership can have. While other factors did not exhibit the same level of influence, the clear connection between leadership competencies and teacher outcomes highlights the importance of fostering these attributes in school heads. These findings affirm that strong, transformational leadership is crucial in achieving optimal organizational outcomes in educational settings.

Recommendation

Here are some recommendations based on the study's results and conclusions. This will guide teachers in raising their performance.

1. DepEd authorities could prioritize programs to enhance transformational leadership traits in school heads. Initiatives may include specialized training courses, seminars, and mentorship opportunities.
2. DepEd authorities may consider Implementing recognition and awards to encourage school heads who excel in transformational leadership. Reward efforts promote a healthy organizational culture.
3. School heads may consider pursuing professional development focusing on transformational leadership skills to foster an attitude of continuous learning.

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