



International Journal of Research Publication and Reviews

Journal homepage: www.ijrpr.com ISSN 2582-7421

TRANSFORMATIONAL LEADERSHIP: ITS INFLUENCE ON SCHOOL-BASED AND PERCEPTION ON QUALITY MANAGEMENT

IVY LABOR PACATE

DepED, Philippines Abroad

ABSTRACT:

This study explored the influence of transformational leadership on school-based and perception on quality management among public school teachers. Employing qualitative methods, the research analyzed perceptions of teachers regarding leadership practices and their impact on management strategies. The findings revealed that transformational leadership significantly shapes the development and implementation of participatory decision-making, teacher empowerment, and school improvement plans. Teachers highlighted the importance of visionary leadership, individualized consideration, and intellectual stimulation in fostering a culture of excellence. The study concludes that transformational leadership is a catalyst for enhancing both school-based management and the overall quality of education.

Keywords: Transformational Leadership, School-Based Management, Quality Management, Public School Teachers, Educational Leadership

I. INTRODUCTION

Transformational leadership serves as a cornerstone of success in educational environments, particularly in schools. Through a visionary approach, transformational leaders articulate a compelling mission for the school and instill a sense of purpose and shared commitment in teachers, students, and parents. Transformational leaders also help their teaching staff to develop critical thinking and creativity; seek higher levels of standard; strive for excellent performance; and contribute to quality management initiatives.

Transformational leadership shapes the quality of school management by creating a culture of innovation, collaboration and continuous improvement (Litz & Blaik-Hourani, 2020; Lasrado & Kassem, 2021). Transformational leaders empower administrators and educators to embrace change and innovation in school resource management, policies, and decision-making processes (Hozien, 2023; Sweet, 2023). They promote participatory decision-making and invite input from diverse stakeholders, which promotes a sense of ownership and responsibility within the management structure (Al Harbi et al., 2019; Ting et al, 2020; Owusu-Agyeman, 2021).

Transformational leadership influences school leadership by fostering a culture of trust, innovation, and adaptability necessary for effective educational outcomes (Evans, 2020; Saeed, 2020; Al-Husseini et al., 2021) as well as ensuring the needs of employees are recognized (Chebon et al., 2019).

There is currently a knowledge gap (Miles, 2017) regarding research into transformational leadership and its impact on school management and quality management at national and local levels. In the Philippines, transformational leadership, school management and quality management are usually viewed and studied as they are. No study has been conducted on the possible interaction of these three variables. In this way, the researcher was compelled to conceptualize this research.

If this knowledge gap were not addressed, educators would have no data to determine the long-term impact of these variables across the educational spectrum (Miles, 2017). Furthermore, if this study is not conducted, contextual understanding on this topic may not be achieved, resulting in a lack of understanding of these variables.

Therefore, this research needs to be investigated as understanding the interaction between these three variables would be beneficial to school administrators, teachers and of course their stakeholders. Furthermore, the results of this study would greatly contribute to the body of knowledge regarding these three areas of leadership and governance in schools.

Statement of the Problem

This study was conducted to determine the transformational leadership projected by school administrators towards the school-based management and quality management. Specifically, it sought to answer the following research questions:

Phase 1 of the Study (Gaining Descriptive Data)

- What is the extent of the implementation of transformational leadership in the various Schools Division Offices in terms of individualized consideration, intellectual stimulation, inspirational motivation; and idealized influence?

- What is the Level of Practice acquired by the different schools in relation to their School-Based Management (SBM) evaluation?
- What is the extent of the implementation of quality management in terms of management processes, core processes, support processes, and outsourced processes?

Phase 2 of the Study (Confirming Hypothesis through Inferential Statistics)

- Is there a significant relationship between transformational leadership and SBM?
- Is there a significant influence of Transformational Leadership towards level of practice of SBM?
- Is there a significant relationship between Transformational leadership and Quality Management?

Phase 3 of the Study (Embedding Qualitative Data)

- What are the potential benefits gained by teachers when school administrators apply transformational leadership in schools?
- What are the observations of teachers in the school-based management as school administrators employ transformational leadership?
- What are the outcomes does transformational leadership bring towards the school's quality management?

Hypotheses of the Study

The following were the null hypotheses derived from the mentioned problem.

- There is no significant relationship between transformational leadership and the level of practice of School-based Management.
- There is no significant influence of transformational leadership on the level of practice of School-based management.
- There is no significant relationship between transformational leadership and quality management.
- There is no significant influence of transformational leadership on quality management.

Significance of the Study

The researcher considers that this study is beneficial as it aims to shed light on whether transformational leadership could significantly influence school-based management and quality management in educational institutions. Specifically, this study is considered significant for the following beneficiaries:

School Administrators. This study is considered beneficial for them since the results may give them insights into the processes necessary for effective leadership and management processes. They may also be able to gain learning from the results such as the improvement of their decision-making, the potential enhancement of the performance of their school, as most importantly the appropriate utilization of resources which could correlate to the higher and satisfactory achievements of their students.

Teachers. This study is considered beneficial for them since the results may help them understand about the importance of good leadership practices such as support and enhancement. They may also be able to gain realizations on the need for work motivation, the need to pursue professional growth opportunities, and the need to create a conducive working environment which may lead to improved job satisfaction and performance.

Students. This study is considered beneficial for them since the results could potentially help school administrators and teachers to realize the need to enhance the learning environment to promote conducive teaching-learning process and improve educational quality.

Parents and Guardians. This study is considered beneficial for them as it will be able to help them gain an understanding about school dynamics most especially in terms of leadership processes and school-based management procedure. They may also be able to promote transparency with their involvement to properly check and balance the management of resources as well as evaluate the overall performance of schools.

Department of Education. This study is considered beneficial since the results of this study may be utilized to come up with data-driven insights and contextualized policies and plans. The results could be used as a basis for informed decisions to come up with educational reforms, the strategic allocation of funding and resources, as well as the develop of programs to support effective leadership processes and school-based management.

Future Researchers. This study is considered beneficial since the results of the study can be utilized to add to the existing body of knowledge with regards to the scope included herein. The results may be able to enrich the existing literature and can be potentially used for future studies.

Scope and Delimitation of the study

This study was conducted to determine the relationship and influence that transformational leadership may have on school-based management and quality management as per observed by teachers.

To be specific in terms of the scope of this study with regards to the variables, the independent variable is the transformational leadership in which the dimensions to be included are individualized consideration, intellectual stimulation, inspirational motivation, and idealized influence.

Meanwhile, there are two dependent variables for this study. The first dependent variable is the school-based management in which the dimensions include leadership and governance, curriculum and instruction, and accountability and continuous improvement. Moreover, the second dependent variable is quality management in which the dimensions are management processes, core processes, support processes, and outsourced processes based on DepEd Order 014, s. 2022.

This study shall be conducted in the various division offices of the Department of Education Region XII (SOCCSKSARGEN) particularly in the Kidapawan City Division, Sultan Kudarat Division, and Cotabato. Other division offices such as South Cotabato, Sarangani, and General Santos were not included since the researcher do not have access to these divisions due to the lack of gate keepers who may assist in accessing potential respondents. This research will take place in the school year 2024-2025.

II. METHODOLOGY

Research Design

The researcher employed a mixed methods design. Mixed method is a comprehensive approach in research which integrates both quantitative and qualitative methodologies in a single study. This type of design will allow the researcher to leverage the strengths of both design types (Dawadi et al., 2021).

Among the various types of mixed methods, one particular interest of the researcher is the embedded design as this can bring the most significant outcomes to this research. The embedded design will allow the researcher to incorporate one type of data into a larger and primary framework (Kimmons, 2022).

For this research, the researcher employed a sequential embedded design. This means that the researcher collected quantitative data first and analyze it followed by the collection and analysis of qualitative data to gain deeper insights and clarity. Also, this can allow the researcher to delve deeper into the specific outcomes of the quantitative study and provide support for a better explanation of the research outcomes.

It is through the use of an embedded design that the researcher can have an enhanced understanding about the phenomenon being investigated. Moreover, complex trends in the data or limitations in the quantitative interpretation would be addressed by embedding the qualitative principles of research along with its methodologies.

Respondents of the Study

The respondents of who shall be included in this study are the public-school teachers of the various division offices currently connected with the Department of Education.

Locale of the Study

This study was conducted among three division offices of the Department of Education – Region XII (SOCCSKSARGEN). The three division offices are Kidapawan City Division, Sultan Kudarat Division, and Cotabato.

Research instrument

To gather the data needed for this study, the researcher come up with a researcher-made questionnaire. To ensure its appropriateness for this research, it undergone a rigorous process of validation by a panel of experts and also passed through a reliability test through the use of the Cronbach's alpha. For the items of the questionnaire to be considered reliable, it has to have an alpha value of .70 and above. Items or statements that do not meet this standard was excluded from the questionnaire.

The survey questionnaire to be used for this study is close-ended, which means that the respondents answered the quantitative part using a Likert Scale.

Part 1 of the questionnaire shall be about the transformational leadership employed by school heads as observed by the teachers. In this part of the questionnaire, they answered items in terms of the individualized consideration, intellectual stimulation, inspirational motivation, and idealized influence employed by their school heads.

Part 2 of the questionnaire shall be about their observations of the school-based management. Here, the researcher will inquire about the level of practice of the schools of the respondents based on the three choices which are Level 1: Standard, Level 2: Progressive, and Level 3: Mature as per DO 007 s. 2024.

Part 3 of the questionnaire is about quality management. The respondents shall answer matters on

In terms of the portion for the qualitative aspect of this study, the researcher will ask questions particularly on: (i) the potential benefits gained by teachers when school administrators apply transformational leadership; (ii) the observations of teachers in terms of school-based management when school administrators employ transformational leadership; and (iii) the outcomes that transformational leadership has on the school's quality management.

Data Gathering Procedure

For the researcher to achieve a smooth conduct of the research process, the steps below were considered before, during, and after the conduct of the research.

Before the data gathering process, the researcher will make sure that the instrument to be used has already underwent the validation and reliability testing.

Upon its standardization, the researcher shall then come up with an informed consent that shall be given to the research respondents. This document shall contain explanations regarding the nature of the research, how the respondents were chosen, and what are expected out of them.

Then, the researcher sends a letter of approval to the various Schools Division Superintendents of the different locales to be included in this study.

During the process of the data gathering process, the researcher will provide the informed consent to the respondents. They shall be given ample amount of time to read the document so that they would autonomously decide whether they would take part in the study or not. The individuals

who would agree was given a survey questionnaire, for those who would not, then their choice was respected and upheld with highest respect. The respondents with the survey questionnaires shall be given enough time to answer the survey in the most honest manner.

Once the respondents are through with the survey questionnaire, the researcher shall collate the instrument and review the responses of the respondents. This is essential to guarantee that no item was skipped.

For the participants of the qualitative interview, a separate venue and time will be allotted for them. Also, the researcher guaranteed that the venue is conducive for discussion and free from distractions to gain a rich data.

After the necessary data were gathered, the researcher shall tabulate the responses of the respondents. This is necessary to prepare it for statistical analysis. Meanwhile, the qualitative data which are in the form of audio recordings, will be transcribed so that the analyst would gain a bird's-eye-view of the responses and then assign codes and themes.

Finally, upon the success of the conduct of this study, the researcher will communicate the results of what was found to the respondents so that they would realize that their contribution to this study has gained fruition.

Data Analysis

The following statistical tools was utilized through the aid of the Statistical Package of Social Sciences (SPSS) in analyzing data.

Weighted mean was used to determine the following:

- a. Extent of the transformational leadership of school administrators as perceived by teachers in terms of individualized consideration, intellectual stimulation, inspirational motivation, and idealized influence;
- b. Scores in the evaluation of the different schools for their KPIs in School-Based Management;
- c. Extent of quality management in terms of quality policy/planning, alliances and resources, employee management, learning, and process management.

Pearson r correlation was employed to determine if significant relationship exists between the following variables:

- a. Extent of transformational leadership towards the scores in the KPI's of schools during SBM evaluation;
- b. Extent of transformational leadership towards the extent of quality management

Multiple Linear Regression was utilized to determine the significant influence that exists among the variables. Specifically, it will be used to analyze the influence among the following:

- a. The dimensions of transformational leadership towards the scores of schools during the evaluation of school-based management;
- b. The dimensions of transformational leadership towards the dimensions of quality management.

Thematic Analysis was employed to extract common ideas, and patterns on the answers given by the respondents in the interview. This will be used to illuminate the qualitative data gathered from several responses to the qualitative questions that was asked from the chosen interview participants.

III. RESULTS AND DISCUSSION

Quantitative Strand (Phase I)

This section presents the descriptive data collected on transformational leadership, school-based management (SBM) levels, and quality management practices. It outlines the initial study phase, focusing on how school leaders exhibit transformational leadership qualities, the extent of SBM implementation within their institutions, and the current status of quality management practices. The presented results provide a foundational understanding of these key variables, offering insights into the prevailing practices and conditions in the participating schools.

In the first phase of the study, data revealed that transformational leadership plays a crucial role in improving school-based management and quality education. School leaders demonstrated high levels of individualized consideration, intellectual stimulation, inspirational motivation, and idealized influence. They provided personalized support to staff, encouraged creative problem-solving, inspired a shared vision, and served as ethical role models. These practices created a positive school climate where teachers felt supported, motivated, and professionally empowered. As a result, transformational leadership not only strengthened collaboration and innovation but also enhanced staff performance and student outcomes laying a strong foundation for effective governance and continuous improvement in schools.

Based on the results of the study, School-Based Management (SBM) has shown positive progress in schools, with 41.33% of schools classified as Mature, indicating that nearly half have effectively integrated SBM practices and operate with a high degree of autonomy. Another 32.33% of schools are at the Standard level, meaning they are in the early stages of SBM implementation but still require additional support. The remaining 26.33% are at the Progressive level, showing promising growth towards more mature SBM practices. The study highlights the importance of ongoing capacity-building and leadership development to help schools advance SBM practices, with transformational leadership playing a crucial role in accelerating this progress. The findings suggest that schools progressing toward higher SBM levels are likely to experience improved governance and educational outcomes, underscoring the importance of continuous improvement in school management practices.

Based on the results, quality management in education is highly effective, with all key processes receiving "Very High" effectiveness scores. Management processes, which guide planning and resource allocation, scored 4.37, reflecting strong support for continuous improvement and strategic planning. Core processes, such as curriculum design and assessment, received an impressive score of 4.46, indicating the successful delivery of quality education. Support processes, which manage resources like human resources and infrastructure, scored 4.31, highlighting their crucial role in maintaining smooth school operations. Outsourced processes, which include external support like ICT and facility management, also received a strong

score of 4.27, demonstrating the effectiveness of external partnerships in enhancing educational quality. Overall, these results suggest that the quality management system in education is well-integrated and highly effective in fostering continuous improvement, stakeholder satisfaction, and better student outcomes.

Confirming Hypothesis through Inferential Statistics (Phase 2)

This phase of the research focuses on testing the proposed hypotheses by employing inferential statistical methods to examine the relationships and influences among key variables. Specifically, it seeks to determine whether transformational leadership has a significant relationship with SBM rank, whether it significantly influences the level of practice of SBM, and how it relates to quality management.

In Phase 2 of the research, the study explores the relationship between transformational leadership and School-Based Management (SBM) through inferential statistical methods. The analysis revealed that the overall correlation between transformational leadership and SBM rank is weak and not statistically significant. However, specific dimensions of transformational leadership, such as idealized influence and inspirational motivation, show modest but significant positive correlations with SBM rank. This suggests that leaders who serve as role models and are able to inspire and motivate their followers tend to be associated with higher SBM ranks. Despite these findings, the overall impact of transformational leadership on SBM rank is limited, with other factors likely influencing SBM practices more significantly. These results align with existing literature, which suggests that while transformational leadership can contribute to SBM outcomes, it only explains a small portion of the variance in SBM performance, and further research is needed to explore additional factors that may impact SBM.

Based on the results of the study, the analysis reveals that transformational leadership, as a whole, does not show a significant relationship with SBM rank, with a weak correlation ($r = 0.091$) that is not statistically significant ($p = 0.118$). However, when examining the individual dimensions of transformational leadership, two components—idealized influence and inspirational motivation demonstrate modest but statistically significant positive correlations with SBM rank ($r = 0.130$, $p = 0.025$ and $r = 0.133$, $p = 0.021$, respectively). This suggests that leaders who are seen as role models and those who inspire and motivate their followers tend to be linked with higher SBM ranks. While the overall impact of transformational leadership on SBM rank is small, these specific leadership behaviors indicate a potential value in improving SBM outcomes. The results also suggest that other factors likely play a more substantial role in influencing SBM practices. These findings align with previous research, such as Suyo (2022), which also found that certain transformational leadership behaviors, like intellectual stimulation and idealized influence, are related to SBM but that their overall effect is limited, implying the influence of other contributing factors.

The analysis of transformational leadership's influence on the level of practice of School-Based Management (SBM) found that inspirational motivation is the only dimension with a statistically significant positive effect ($p = 0.07$). This dimension significantly predicts whether a school is at the Standard level of SBM compared to the Mature level, suggesting that leaders who effectively motivate and inspire staff are more likely to lead schools in the earlier stages of SBM development. Specifically, schools led by leaders with high inspirational motivation are over six times more likely to be classified as Standard rather than Mature. However, the other dimensions of transformational leadership—individualized consideration, intellectual stimulation, and idealized influence—did not significantly predict SBM levels. Additionally, none of the leadership dimensions predicted the Progressive level of SBM compared to the Mature level. These findings highlight the importance of inspirational motivation in the initial stages of SBM, where motivating and guiding staff are crucial for progress. The study suggests that leadership development programs should focus on enhancing inspirational motivation to support schools in advancing SBM practices and transitioning to more mature management systems. This aligns with previous research, such as Leithwood et al. (2021) and Vinluan and Bautista (2024), which emphasize the value of strengthening leadership behaviors like motivational energy to enhance SBM effectiveness.

The findings clearly demonstrate a substantial and positive correlation between transformational leadership and quality management. The overall transformational leadership score exhibits a strong correlation with quality management ($r = .787$, $p < .001$), indicating that organizations led by transformational leaders tend to have more effective quality management systems. Among the four indicators of transformational leadership, inspirational motivation ($r = .763$) and idealized influence ($r = .758$) exhibit the strongest correlations with quality management, suggesting that leaders who inspire their teams with a compelling vision and serve as ethical role models play a pivotal role in enhancing quality practices. Individualized consideration and intellectual stimulation also demonstrate substantial positive correlations, reinforcing the notion that personalized support and encouraging innovative thinking contribute to quality outcomes.

On the quality management side, all components which are management processes, core processes, support processes, and outsourced processes, were found to be significantly correlated with transformational leadership, with support processes ($r = .750$) and management processes ($r = .718$) exhibiting particularly strong relationships. This indicates that transformational leadership not only influences the strategic and operational aspects of quality management but also extends its impact to external or outsourced processes. The interrelationships among the transformational leadership indicators themselves are remarkably strong, underscoring their collective influence in driving quality improvements. Similarly, the quality management components exhibit high interrelationships, reflecting a cohesive system that benefits from transformational leadership. This data implies that transformational leadership fosters an organizational culture that supports comprehensive quality management, enhancing processes across all domains and ultimately leading to improved performance and outcomes.

The study shows a strong positive correlation between transformational leadership and quality management, with transformational leaders significantly improving quality practices in organizations. Leaders who inspire and motivate their teams, and serve as ethical role models, are especially influential in enhancing quality management systems. All components of quality management, including management, support, and outsourced processes, are positively linked to transformational leadership, indicating its broad impact on both internal and external processes. The findings suggest that transformational leadership fosters a culture of continuous improvement, leading to better quality outcomes, higher employee engagement, and improved organizational performance, emphasizing the value of leadership development for strengthening quality management.

The ANOVA results demonstrate a significant influence of transformational leadership on quality management, with the regression model explaining a large portion of the variance in quality management outcomes. The model's F-value of 127.143 ($p < 0.001$) confirms the statistical significance, indicating that transformational leadership has a meaningful impact on driving effective quality management. Leadership behaviors like inspiring and motivating staff, fostering intellectual engagement, providing individualized support, and serving as role models are essential for successful quality management. These behaviors not only improve operational efficiency but also create a positive, collaborative work environment that encourages innovation and continuous improvement. The findings highlight the importance of investing in transformational leadership development through targeted training and coaching to enhance quality management and ensure organizational success.

Qualitative Strand (Phase 3)

This concluding phase of the study examines the intricate experiences and perspectives of educators as they navigate the evolving educational landscape influenced by transformative leadership within their schools. This phase investigates the potential advantages that educators derive when school administrators adopt transformational leadership approaches, captures educators' observations of school-based management under such leadership, and analyzes the resulting outcomes for the overall quality management of the school.

When school administrators apply transformational leadership, teachers experience numerous benefits that enhance their professional growth, motivation, and job satisfaction. This leadership style promotes continuous learning and skill development through personalized feedback and professional development aligned with classroom needs. Teachers feel empowered, motivated, and valued as they are given autonomy, encouraged to express their opinions, and involved in decision-making processes, fostering a positive school culture. Furthermore, transformational leaders create a supportive and trusting work environment, reducing stress and conflicts, while promoting collaboration and shared ownership of school initiatives. This leadership approach also inspires teachers to develop their leadership skills, contributing to a more engaged and fulfilled workforce.

Teachers observe significant improvements in their work environment and practices when school administrators apply transformational leadership within school-based management. This leadership approach fosters collaboration by involving teachers, parents, and the community in decision-making, building a shared vision and a strong sense of ownership over school goals. Teachers feel valued and empowered as their input is actively sought during planning and decision-making processes, promoting a more adaptive and innovative school culture. Additionally, the decentralization of decision-making encourages teachers to explore new teaching strategies, enhancing their engagement and morale. As a result, transformational leadership contributes to better student outcomes, improved teaching practices, and a positive, inclusive school climate that supports continuous growth and academic success.

Transformational leadership significantly enhances school quality management by fostering open communication, collaborative professional development, and inclusive stakeholder engagement. It empowers teachers through shared decision-making, encourages curriculum innovation, and promotes student-centered learning. This leadership style ensures efficient resource management, reduces teacher burnout, and strengthens community partnerships, leading to improved student outcomes and a resilient, adaptive school environment that continuously strives for excellence.

V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The study's findings across its three phases highlight the significant role of transformational leadership in advancing school-based management (SBM) and quality management in educational institutions.

In Phase 1, school leaders demonstrated strong transformational leadership, especially in idealized influence and individualized consideration, while SBM levels showed steady progress, with many schools reaching Mature status.

Quality management systems also received high effectiveness ratings across all process areas.

Phase 2 revealed modest but significant correlations between certain leadership dimensions (especially inspirational motivation and idealized influence) and SBM, though overall correlations were weak, suggesting contextual factors may affect SBM progression.

In contrast, transformational leadership showed a strong positive correlation with all components of quality management, and regression analysis confirmed its significant predictive power.

Finally, Phase 3 emphasized the transformative impact of leadership in creating supportive school cultures, fostering collaboration, and promoting participatory governance through SBM.

It also stressed the effectiveness of quality management practices, such as stakeholder engagement, teacher development, adaptive instruction, and community partnerships, in ensuring high educational standards and student-centered learning.

Conclusion

This dissertation concludes that transformational leadership, school-based management (SBM), and quality management significantly shape educational effectiveness, with varying degrees of influence.

Phase 1 reveal strong transformational leadership practices—especially idealized influence and individualized support—driving motivation, trust, and school improvement. Many schools demonstrate mature SBM implementation and highly effective quality management systems.

Phase 2 uncovers a nuanced relationship between leadership and SBM, with only certain leadership dimensions, such as inspirational motivation and idealized influence, showing significant but modest correlations with SBM rank, while all dimensions strongly correlate with quality management.

Overall, the study rejects the null hypothesis regarding transformational leadership's influence on quality management, affirming its strong role in fostering high standards and continuous improvement. Ultimately, the integration of transformational leadership, participatory SBM, and dynamic quality management fosters a collaborative, inclusive, and high-performing school culture responsive to stakeholder needs.

Recommendations

Based on the study's findings, it is recommended that school administrators actively practice and develop transformational leadership particularly idealized influence and inspirational motivation to enhance quality management and school-based management (SBM) maturity. Teachers should engage in professional development and participate in SBM to foster collaboration and shared responsibility.

Future researchers should explore additional factors influencing the relationship between leadership and SBM, using longitudinal studies and examining innovative, tech-integrated practices to support continuous school improvement.

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