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Transformational Leadership of Teachers for the Innovative School Climate in Public Elementary Schools

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ABSTRACT

This study examined the relationship between transformational leadership practices of elementary school teachers and the perceived innovative climate in public schools in Mauban, Quezon. Motivated by the growing demand for leadership models that promote collaboration, empowerment, and innovation, the research aimed to explore how teacher leadership impacts school improvement, particularly in rural Philippine contexts. While transformational leadership is well-established globally, there have been limited studies addressing its effects on innovation at the elementary level in the Philippines.

Using a descriptive-correlational design, the study surveyed 165 public elementary teachers selected through purposive sampling. A validated questionnaire measured four leadership approaches (charismatic, affective, inspirational, and empowerment) and key dimensions of innovative school climate, including innovation support, knowledge sharing, knowledge creation, and work engagement. Data were analyzed using descriptive statistics, Pearson correlation, and regression analysis.

Findings revealed that transformational leadership is widely practiced, with high ratings in empowerment, inspirational motivation, and individualized consideration. Regression analysis revealed that empowerment and inspirational leadership accounted for 78.7% of the variation in innovative climate, while individualized consideration and intellectual stimulation accounted for 21.3% of the remaining variation. These results indicate a strong, positive relationship between transformational leadership and innovative school climate.

In conclusion, the null hypothesis was rejected, indicating that transformational leadership has a significant influence on school innovation. The study emphasizes the importance of cultivating leadership behaviors among teachers to foster a collaborative and growth-oriented school environment that promotes sustained educational improvement.

Keywords: *Transformational Leadership, Innovative School Climate, Individualized Consideration, Intellectual Stimulation, Teacher Empowerment*

Introduction:

Leadership is a crucial focus within the ever-changing landscape of education. Leadership remains a primary focus of education because it plays a vital role in the success of educational institutions. This research examines the diverse perspectives on leadership approaches and practices necessary to ensure the operational effectiveness of educational institutions. This research investigates the strategies that foster a successful and innovative school culture, aiming to identify the essential practices that leaders must implement to contribute to effective educational outcomes.

Educational institutions are increasingly held accountable for school performance and student achievement, both locally and globally. These institutions now face managerial challenges and the pressure to achieve specific outcomes. Effective leadership is crucial for high performance and student success, but there is concern about whether educational leaders have the necessary management skills. Training in transformational leadership may be beneficial, as strong leadership has been demonstrated to enhance performance in both business and education (Anderson, 2017).

The International Task Force on Teachers for Education (2024) stated that the educational leaders were ready to create inclusive and motivating learning environments for the entire school, engaged in the skills and motivation of educators, students, and parents, and offered comprehensive, modified, and long-term preparation for educators. Strong school leadership has a direct impact on education; according to a recent study conducted across 65 countries,

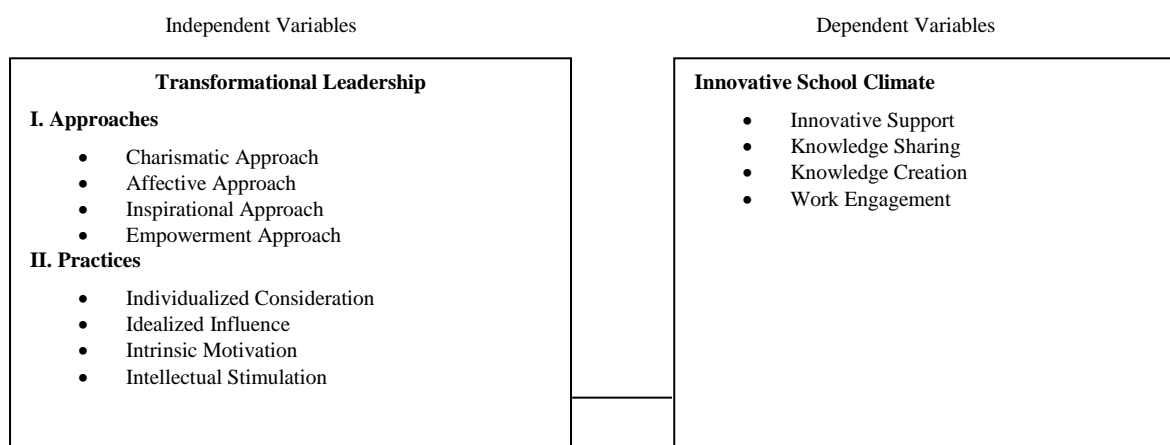
kids under the direction of the top 25% of school leaders learn three extra months more annually than students under the direction of the lowest 25%. To enhance student outcomes while keeping costs down, there was considerable interest in focusing on school leaders. According to one study, a one-point increase in leadership at the school is linked to a ten percent improvement in pupil performance.

The transformative leader's ability to communicate an inspiring goal that aligns with the company's objectives and core values, as well as those of its stakeholders, is one of their most important responsibilities. A vision that was clear and attainable, with measurable indicators of advancement and accomplishment, rather than confusing or unreal. To get their opinions, commitment, and suggestions, a transformational leader also involves others in the vision-setting process (Lowell Thomas, 2024)

To adapt to changing circumstances, it must have a significant impact on improving school outcomes, particularly in terms of the transformational innovativeness of school management, which affects teachers' teaching readiness, motivation, and ability, as well as the school climate and environment. In improving the quality and equity of education, effective teachers' transformational leadership is a must. After the pandemic, teachers' leadership is a multifaceted position that faced challenges worldwide. In the Philippine Education context, the DepEd mandated that school leaders undergo professional development activities to support school operations. Among these initiatives is the adoption of transformational leadership that may promote an innovative school climate.

Fig 1

Research Paradigm



Statement of the Problem

This study determined the relationship between Transformational Leadership of teachers and innovative school climate in Improving Public Elementary Schools.

Specifically, the study aimed to answer the following questions

1. How do respondents perceive the Transformational Leadership Approaches of teachers in terms of:

1.1 Charismatic Approach;

1.2 Affective Approach;

1.3 Inspirational Approach; and

1.4 Empowerment Approach?

2. How do respondents perceive the Transformational Leadership Practices of teachers in terms of:

2.1 Individualized Consideration;

2.2 Idealized Influence;

2.3 Intrinsic Motivation; and

2.4 Intellectual Stimulation?

3. How do respondents perceive the Innovative School Climate in terms of:

3.1 Innovative Support;

3.2 Knowledge Sharing;

3.3 Knowledge Creation; and

3.4 Work Engagement?

4. Is there a significant relationship between the Level of Transformational Leadership and Innovative School Climate of Public Elementary Schools?

5. Does Transformational Leadership significantly predict the Innovative School Climate of the Public Elementary Schools?

Methodology:

This descriptive correlational study investigated the relationship between teachers' transformational leadership practices and an innovative school climate in the public elementary schools of Mauban, Quezon, for the academic year 2024–2025. The study aimed to determine the level of leadership practices exhibited by teachers, particularly in supervising and managing classrooms, and their readiness to foster innovation within the school environment. It focused on transformational leadership approaches such as the Charismatic, Affective, Inspirational, and Empowerment Approaches, as well as practices including Individualized Consideration, Idealized Influence, Intrinsic Motivation, and Intellectual Stimulation. The research design allowed the researcher to assess both the individual leadership traits of teachers and their influence on the broader school climate.

A total of 165 participants—including school administrators, teachers, and staff—were selected through purposive sampling to ensure representation from both the Mauban North and South Districts. The study employed a self-made profile questionnaire and an adapted Transformational Leadership Survey (Sunaengsih et al., 2021), administered online through Google Forms. Ethical considerations such as anonymity, confidentiality, and voluntary participation were strictly followed. The data were statistically treated using SPSS, applying weighted mean, standard deviation, Pearson Product-Moment Correlation, and multiple linear regressions to analyze the relationship between transformational leadership and innovative school climate.

The results of this study are intended to provide school leaders and policymakers with data-driven insights into how effective leadership contributes to building a more innovative, supportive, and productive educational environment. By examining the direct link between leadership practices and school climate, the study offers valuable recommendations for professional development, teacher training, and school improvement initiatives in Mauban and potentially in similar educational settings.

Results

Table 3

Perceived Charismatic Approach of Teachers in Transformational Leadership

Indicators	Mean	SD	VI
1. carrying out tasks in accordance with the vision and mission	4.46	.590	High Extent
2. formulating the vision and mission of the study program concurrently to develop the insight of lecturers/staffs	4.41	.604	High Extent
3. reminding lecturers/staffs to respect each other with fellow lecturers/staff	4.49	.621	High Extent
4. instilling a high commitment to the lecturers/staff towards the vision of the study program	4.48	.590	High Extent
5. providing examples of good behavior in the work environment	4.47	.659	High Extent
6. giving freedom to lecturers/staff in carrying out the tasks given	4.48	.621	High Extent
7. reducing penalty towards any mistakes as a professional effort	4.32	.714	High Extent
Overall	4.44	.542	High Extent

Legend: 1.0-1.49 (Very Low Extent); 1.50-2.49 (Low Extent); 2.50-3.49 (Moderate Extent); 3.50-4.49 (High Extent); 4.50-5.0 (Very High Extent)

The ability of a school leader to inspire, influence, and motivate others through exhibiting strong personal values, self-assurance, charm, and behavior driven by vision is known as the charismatic approach in transformational leadership. This strategy enables teachers and educators to serve as role models in the classroom by promoting professionalism, fostering respect, and aligning their activities with the school's objectives.

Table 3's findings indicate a significant presence of charismatic leadership among teachers in their institutions. Their coworkers view them as transformational individuals who inspire others with their shared vision and clear communication, cultivate a respectful and cooperative work environment, and embody transformational traits.

Establishing an innovative and inclusive school climate requires these attributes. The most notable aspects of this practice include encouraging mutual respect among staff, promoting autonomy in task execution, and strengthening commitment to the school's or program's vision. These behaviors illustrate a leadership style that not only values the professional independence of teachers but also emphasizes a collective sense of purpose. Leaders who consistently encourage freedom and respect within their teams tend to foster high morale and increased motivation, which are essential for sustained school improvement.

The leadership qualities enable educators to contribute new ideas to the school while staying true to the school's mission. Overall, the study's teachers' perceptions of charismatic leadership suggest a culture of professional empowerment and trust. These findings highlight the significance of relational dynamics in leadership, particularly in environments where collaboration and innovation are crucial to educational success. These results imply that school culture places a strong emphasis on interpersonal harmony, shared goals, and professional trust. The implications of these practices are substantial: by fostering mutual respect and allowing autonomy, teachers not only boost morale but also create conditions that enhance instructional performance and team collaboration.

This confirms the results of Nguyen, Choi, and Tang (2021), who emphasized that charismatic leadership enhances organizational commitment and staff morale in schools. Additionally, autonomy and respect are important factors that influence teachers' motivation and efficacy, according to Amin and Syed (2020), which supports the notion that these conducts greatly enhance a positive and stimulating learning environment in schools. Despite these advantages, one area that seemed to receive less attention than others was the practice of lessening the penalties for errors. Although this practice is still present, it might indicate a more cautious or conventional approach to error management in the educational environment. This suggests that while the charismatic approach is practiced to a high extent, there remains room for improvement to reach Very High Extent, such as cultivating a psychologically safe space where mistakes are viewed as part of professional growth.

In Mauban, Quezon, context it is highly charismatic school leaders play a vital role in shaping a positive and progressive educational environment through career progression seminar trainings in specific interest like Food Preparation, Arts Club, Dance Club, District Choires etc., These leaders were also known for fostering and promoting a strong, localized vision that resonates with the values and aspirations of their respective school communities. They emphasized integrity, professionalism, and dedication, serving as visible examples of the behavior and work ethic they expect from their staff. In Mauban, Quezon's school settings, the charismatic leaders often cultivate a culture of mutual respect among teachers and staff, promoting unity and collaboration in the pursuit of educational goals. They also observed to instill a deep commitment to the school's mission, motivating teachers to align their work with shared priorities. Moreover, they support autonomy in task execution, encouraging teachers to innovate and use their discretion while still being guided by a common purpose. These leaders also create a supportive and emotionally safe environment where the educators feel valued and are encouraged to grow professionally.

A few particular activities in the Charismatic Approach to transformational leadership stand out as being reasons for its highly regarded outcomes. A compelling vision for the school was expertly articulated and communicated by the leaders, ensuring that every employee understood and felt a sense of connection to the school's achievable objectives. These were observed through weekly meetings, where the vision and objectives were discussed, providing real-life examples of success that aligned with the personal goals of teachers. Additionally, the charismatic leaders in Mauban, Quezon, used emotional appeal and motivation to inspire teachers, bringing enthusiasm and energy to their interactions.

The personal connections, such as one-on-one meetings where school leaders demonstrate genuine interest and concern for the professional and personal well-being of teachers, help their designated staff foster strong emotional bonds and work compassionately. Role modeling is one of the task that where leaders set high standards by demonstrating behaviors that reflect the school's values, such as commitment to continuous learning and collaboration.

Charismatic leaders also provide individualized recognition, highlighting exceptional work in staff meetings or honoring individual accomplishments through "Teacher of the Month" events, which help teachers feel valued and appreciated. Establishing strong connections and trust is also essential; leaders regularly check in to provide support and feedback. Lastly, fostering a lively, upbeat atmosphere, whether via school functions or team-building exercises, strengthens the sense of community and motivation among school staff. These tasks ensured a strong, engaged, and motivated teaching force, which is why the charismatic approach has received such high ratings in fostering a productive and innovative school climate.

Charismatic leaders in Mauban serve as both instructional leaders and community anchors, inspiring trust, collaboration, and purposeful leadership, which reflects Avolio and Bass's (2016) ideals of transformational leadership.

The affective approach in transformational leadership refers to how leaders engage their followers through focusing on their emotional well-being, values, and personal growth. Leaders who use this approach often foster strong emotional bonds, inspire motivation, and create an environment where individuals feel valued and supported.

This leadership style emphasized personal relationships, emotional intelligence, and understanding the individual needs of team members to promote positive changes in their behaviors and attitudes. The data reveal that teachers perceive the affective approach of transformational leadership as consistently practiced to a high degree within their schools. Teachers recognize that their leaders strongly emphasize the importance of lifelong learning, demonstrating a commitment to professional development that supports teachers in remaining adaptable and effective in their careers.

Table 4*Perceived Affective Approach of Teachers in Transformational Leadership*

Indicators	Mean	SD	VI
1. focuses on the value of life- long learning in the career or profession	4.47	.620	High Extent
2. sets specific aspect of life-long learning that adds value when approaching new problems whether technical or professional.	4.41	.653	High Extent
3. demonstrates concrete steps toward establishing a habit of life-long learning and areas in which it has contribute to the professional performances.	4.36	.663	High Extent
4. shows an organized approach to the acquisition of new knowledge throughout career	4.33	.673	High Extent
5. evaluates the relation between aspirations of each employee	4.39	.630	High Extent
6. initiates personal growth of employees	4.45	.629	High Extent
Overall	4.40	.572	High Extent

Legend: 1.0-1.49 (Very Low Extent); 1.50-2.49 (Low Extent); 2.50-3.49 (Moderate Extent); 3.50-4.49 (High Extent); 4.50-5.0 (Very High Extent)

This prioritization of continuous learning highlights a leadership culture that values growth not only in terms of immediate job performance but also in the long-term development of teaching professionals.

In addition to promoting lifelong learning, leaders are seen as proactive in fostering the personal growth of their staff. Teachers feel encouraged and supported to develop both professionally and personally, contributing to a positive, nurturing school climate where individuals are motivated to reach their full potential. This environment promotes trust and collegiality, where personal development is viewed as integral to professional success.

While there is clear recognition of efforts toward acquiring new knowledge and skills, teachers also indicated a desire for more organized and structured opportunities for professional learning. Although leaders are acknowledged for valuing continuous growth, providing a more formalized system for acquiring new knowledge could further enhance the overall impact of these initiatives.

These findings suggest that leaders who adopt affective leadership approaches effectively foster a supportive and growth-oriented atmosphere, focusing on the holistic development of their team. Teachers are motivated not only to excel in their current roles but also to engage in reflective practices and pursue opportunities that align with their long-term personal and professional objectives. This kind of leadership fosters a climate of empowerment, where continuous development is an expected and valued part of the school culture, ultimately benefiting both the educators and the learners they serve.

These findings suggest that when teachers are encouraged to adopt a lifelong learning approach, they are more likely to adapt to new teaching methods, enhance their skills, and increase their job satisfaction, ultimately leading to improved student outcomes.

The high extent of the affective approach suggests that teachers are deeply engaged in professional development and lifelong learning, which are key to sustaining and enhancing educational quality. This may reflect a supportive school culture that prioritizes continuous improvement and values personal growth.

However, while the indicators were rated highly, the slightly lower mean for “Shows an organized approach to the acquisition of new knowledge throughout the career” ($M = 4.33$) indicates that there might still be areas where structure and strategic planning in professional development could be further optimized. Although the intention for lifelong learning is strong, there could be more formalized systems to guide and track the learning journey, ensuring consistency and a more robust approach across all staff members.

In Mauban, Quezon, highly effective leaders prioritize community and personal development as integral components of their leadership strategy. Leaders frequently engage with barangay officials to organize partnership programs, such as clean-up drives, tree-planting activities, and feeding programs, that promote environmental and social responsibility. They also initiate community literacy outreach projects, bringing literacy reading programs to remote areas to support out-of-school youth and adult learners. Recognizing the importance of cultural identity, they lead school events that celebrate local heritage, such as “Buwan ng Wika” and town fiestas, often involving the broader community. To strengthen stakeholder collaboration, they mobilize parents and local businesses during Brigada Eskwela and school improvement activities. These school leaders encourage lifelong learning not only as a professional necessity but also as a tool for personal fulfillment. In Mauban, these leaders are deeply connected to the local values and community, and they work closely with teachers to ensure their professional and personal growth aligns with the school’s mission.

In the affective approach to transformational leadership, several key tasks contribute to its high ratings. Affective leaders in Mauban create an environment where teachers are encouraged to pursue self-growth, reflecting on their professional development and setting specific goals for continuous improvement.

Affective leaders prioritize fostering personal growth and development among their staff by creating an environment that emphasizes lifelong learning. Another standout task is actively initiating and encouraging personal growth among staff.

To maintain high morale, they also support mentorship programs, offer frequent feedback, and recognize both minor and major accomplishments. Organizing professional development activities, like workshops or seminars that enable educators to advance expertise, is a crucial responsibility. To make sure teachers are prepared for changing challenges, these activities are frequently focused on current trends in education or teaching methodologies.

Additionally, effective leaders prioritize matching their leadership approaches to teachers' goals to ensure that employees feel their personal and professional goals are supported.

Finally, it's essential to create an atmosphere that promotes accountability and self-awareness. Teachers can receive guidance from leaders on how to reflect on their methods and how they fit with the goals and values of the school.

Peer review, reflective practice sessions, and motivating educators to seek further education or certifications can all help with this. The high ratings for the affective approach in improving professional development and fostering a positive school climate are largely due to the environment that affective leaders foster by concentrating on these tasks, which makes teachers feel appreciated, empowered, and supported.

They foster an atmosphere where educators are inspired, empowered, and emotionally invested in their work by doing this. To sum up, the Table 4 results demonstrate how schools that use the affective approach to transformational leadership place a high priority on lifelong learning and personal development.

According to the high ratings for all the indicators, teachers believe that their leaders are dedicated to supporting their professional and personal development and that they are supported in their ongoing professional development. This is consistent with research by Bass and Riggio (2006), who contend that transformational leaders successfully encourage followers to go above and beyond expectations and inspire dedication to personal development.

Additionally, the study by Leithwood et al. (2020) found that emotionally intelligent leadership, which is central to the affective approach, significantly enhances teacher commitment, job satisfaction, and effectiveness. However, the slightly lower rating for the organization of professional development suggests that further attention is needed to provide structured pathways for teachers to engage in consistent and purposeful professional development.

In the context of Mauban, affective school leaders are likely to promote continuous improvement by focusing on personal empowerment and collective growth, thus ensuring that teachers remain motivated and aligned with the school's educational goals through Teachers Seminar Trainings yearly.

However, while most indicators reflect strong support for professional development initiatives, it is also apparent that some areas could benefit from further refinement. Specifically, the practice of systematically organizing knowledge acquisition processes appears to be slightly less emphasized compared to other aspects.

This suggests that while the commitment to fostering growth exists, schools might strengthen their approach by establishing more structured, strategic, and consistent programs for guiding and tracking professional learning journeys.

In summary, schools are being made more positive, encouraging, and growth-oriented by the affective approach to transformational leadership.

The consistently high ratings show that this leadership style successfully fosters a culture of lifelong learning, professional development, and personal growth among educators—qualities that are crucial for educational institutions hoping to satisfy the changing needs of contemporary society.

Table 5

Perceived Inspirational Approach of Teachers in Transformational Leadership

Indicators	Mean	SD	VI
1. influencing lecturers/staff to be optimistic in facing the future	4.44	.647	High Extent
2. giving recognition for the works of lecturers/staff in the form of personal praise	4.42	.645	High Extent
3. giving enthusiasm to lecturers/staffs to carry out their tasks properly	4.41	.652	High Extent
4. supporting lecturers/staffs to get good results in teaching in the classroom	4.39	.650	High Extent

5.	telling the success stories of colleagues to motivate lecturers/staff to be successful	4.40	.651	High Extent
6.	encouraging lecturers/staff to work hard professionally	4.49	.601	High Extent
7.	giving enthusiasm to lecturers/staff for finding other methods of solving-problems regarding teaching and learning activities in the classroom	4.41	.615	High Extent
8.	encouraging lecturers/staff to practice new approaches in implementing teaching and learning activities	4.44	.608	High Extent
9.	Communicating the goals that must be achieved by lecturers/staff clearly	4.36	.635	High Extent
10.	giving appreciation/praise to lecturers/staff for completing their work well	4.47	.610	High Extent
11.	providing special time for lecturers/staff to discuss how to complete assignment	4.34	.667	High Extent
Overall		4.42	.572	High Extent

Legend: 1.0-1.49 (Very Low Extent); 1.50-2.49 (Low Extent); 2.50-3.49 (Moderate Extent); 3.50-4.49 (High Extent); 4.50-5.0 (Very High Extent)

The inspirational approach in transformational leadership refers to the ways in which leaders motivate, energize, and encourage their team members to strive for higher levels of achievement and commitment. Leaders who adopt this approach inspire optimism and confidence in their followers, often by sharing success stories, offering recognition, and providing enthusiasm for tackling challenges. The inspirational approach fosters a sense of purpose and direction, leading to improved performance and engagement by elevating the morale and motivation of team members.

Given that every indicator in Inspirational Approach is within the "High Extent" range, Table 5 data demonstrates that educators believe transformational leadership's inspirational approach to be very successful. "Giving appreciation/praise to lecturers/staff for completing their work well" ($M = 4.47$) is the highest-rated indicator, indicating that leaders successfully recognize and reward teachers' efforts, thereby fostering a culture of gratitude and positive reinforcement.

Inspiring motivation, optimism, and a sense of purpose in their team is demonstrated by the next highest ratings for "encouraging lecturers/staff to work hard professionally" ($M = 4.49$) and "influencing lecturers/staff to be optimistic in facing the future" ($M = 4.44$). Teachers believe that these leaders give them constant encouragement and support, which keeps them motivated and focused even when things get tough.

Teachers appear to be highly motivated and valued by their leaders, as evidenced by the high ratings for indicators like "encouraging lecturers/staff to work hard professionally" ($M = 4.49$) and "giving appreciation/praise to lecturers/staff for completing their work well" ($M = 4.47$). Fostering an environment of high performance and engagement is significantly impacted by this emphasis on professional development and recognition. By consistently honoring educators'

Achievements and encouraging professional effort, these leaders are likely to boost job satisfaction and productivity. The "influencing lecturers/staff to be optimistic in facing the future" ($M = 4.44$) also implies that these leaders play a crucial role in helping teachers navigate challenges by fostering a positive outlook, which is essential for maintaining morale in a demanding profession like teaching. The high ratings reflect that teachers feel strongly supported by their leaders in terms of recognition, motivation, and professional encouragement.

Teachers feel valued and empowered in this setting thanks to these practices. There may still be some unmet needs in terms of set time for professional collaboration and problem-solving, though, as indicated by the somewhat lower mean for "providing special time for lecturers/staff to discuss how to complete assignments" ($M = 4.34$). The leaders may need to concentrate more on making sure that teachers have enough time and space for collaboration and idea sharing, even though they are good at inspiring and motivating.

This unmet need could be addressed by structuring more formal opportunities for staff to collaborate, discuss challenges, and share strategies, which would further enhance the overall effectiveness of the inspirational approach.

In Mauban, Quezon, inspirational leaders likely emphasize the importance of positivity and encouragement within the school community through scheduled and urgent Faculty Staff meeting for their specific matter to be discussed. They also have inspirational leaders emphasizing through specific, purposeful tasks that empower both the school and the community. For instance, they initiate a "Community Reading Caravan", where teachers and student volunteers visit remote barangays to read books and conduct literacy games with children who have limited access to education. They also lead the organization of "Gurong Maubanin Ako" workshops, where teachers are encouraged to integrate local history, values, and culture into their lessons, promoting a deeper sense of identity among students. They encourage teachers to remain optimistic about their roles, regardless of challenges, and make sure educators know how much efforts value. These school leaders prioritized acknowledging accomplishments, no matter how small, in order to promote a climate of motivation and respect for one another.

Through establishing specific objectives and offering the tools and assistance required to meet them, they may also give teachers more self-confidence. Additionally, they frequently share colleagues' success stories to inspire others to pursue excellence. By doing this, these leaders foster a feeling of belonging and a common goal while assisting educators in staying committed to ongoing development.

Table 5's results demonstrate how important the inspirational approach is for boosting teacher engagement and motivation. These school leaders motivated their employees with praise, hope, and excitement, which are likely to improve job satisfaction and productivity.

The research by Bass and Riggio (2006), which found that transformational leaders who use an inspirational approach greatly increase their followers' motivation and commitment to achieving organizational goals, is in line with the high ratings across the indicators of study. These findings are corroborated by Leithwood et al. (2020), who stress that the importance of leaders who foster optimism and offer praise in order to enhance teaching outcomes and create positive school climates. Though motivation and recognition are high, there may still be a need for improved collaboration opportunity organization to further support teachers' professional development,

as indicated by the small gap in the indicator pertaining to allotting time for discussion.

Table 6

Perceived Empowerment Approach of Teachers in Transformational Leadership

Indicators	Mean	SD	VI
1. knows his/her strengths and weakness	4.35	.652	High Extent
2. seeks feedback and learning opportunities	4.38	.684	High Extent
3. delegates task and empower others	4.38	.675	High Extent
4. challenges translate and take risk	4.32	.698	High Extent
5. celebrates for your achievements and learn from failures	4.37	.683	High Extent
6. activates the strengths of others	4.37	.674	High Extent
7. provides management training	4.36	.663	High Extent
8. focuses on recognition and rewards	4.28	.705	High Extent
9. offers flexible hours and hybrid work schedules	4.32	.697	High Extent
10. incorporates feedback as a central part of the culture	4.33	.675	High Extent
11. gives people room to make mistakes and learn	4.28	.723	High Extent
Overall	4.34	.608	High Extent

Legend: 1.0-1.49 (Very Low Extent); 1.50-2.49 (Low Extent); 2.50-3.49 (Moderate Extent); 3.50-4.49 (High Extent); 4.50-5.0 (Very High Extent)

The empowerment approach in transformational leadership refers to the practice of providing team members with the autonomy, resources, and support they need to take ownership of their tasks and make decisions. It involves encouraging staff to grow and develop by leveraging their strengths, allowing them to take risks, seek feedback, and contribute to the leadership process. This approach emphasizes creating an environment where individuals feel valued, confident, and capable of achieving their best by providing recognition, delegating responsibilities, and offering opportunities for professional development. With all indicators rated as having a "High Extent" of realization, Table 6 data shows that teachers believe the empowerment approach in transformational leadership to be very effective. A school leader's ability that promote self-awareness and ongoing development was demonstrated by the highest-rated indicators, "knows his/her strengths and weaknesses" ($M = 4.35$) and "seeks feedback and learning opportunities" ($M = 4.38$). The teacher's beliefs of school leaders actively seek out opportunities for learning and development while also encouraging them to reflect on their areas of strength and growth.

The frequency of outcomes where school leaders trust and empower their teams to take responsibility for tasks and make significant contributions to the educational environment is indicated by the statement "Delegates tasks and empowers others" ($M = 4.38$). The relatively consistent "high extent" ratings across other indicators, such as "celebrates achievements and learns from failures" ($M = 4.37$) and "incorporates feedback as a central part of the culture" ($M = 4.33$), suggested a strong emphasis on acknowledging progress, learning from setbacks, and fostering a culture of continuous feedback and improvement.

The high ratings for indicators like "knows his/her strengths and weaknesses" ($M = 4.35$) and "seeks feedback and learning opportunities" ($M = 4.38$) show that the teachers value self-awareness and a mindset of continuous learning in their school leaders. Additionally, a more adaptable and growth-oriented culture was the outcome of school administrators who foster this environment by being self-reflective and open to criticism. These practices had a major impact on teachers' development and efficacy because they produce a safe space where individuals can make mistakes, reflect on them, and

improve. Additionally, the strong ratings for "delegates tasks and empowers others" ($M = 4.38$) highlight the importance of trust in leadership, signaling that leaders are effectively enabling their teams to take ownership and responsibility, which enhances engagement and motivation.

The high ratings for empowerment practices suggest that teachers feel highly supported in their professional growth. However, there were areas where the approach could be enhanced further. For example, "focuses on recognition and rewards" ($M = 4.28$) and "gives people room to make mistakes and learn" ($M = 4.28$) received slightly lower scores, it indicates that while leaders are empowering their teams, there may be more opportunities to increase recognition and create more room for mistakes. While recognition is clearly valued, more structured systems for celebrating achievements and addressing failures constructively could contribute to an even stronger culture of empowerment.

These areas could be addressed by ensuring that mistakes are seen as valuable learning experiences and by creating more formal and consistent recognition programs that celebrate both small and large achievements.

According to Modise (2023) the desire for an organizational concept that may improve employee empowerment gave rise to the idea of empowerment. It is also stated that the productivity in respond to significant advantages in field of technology and business within private and public domains. The findings suggest that teachers are effective in employing empowerment strategies, particularly in encouraging feedback, task delegation, and activating the strengths of others, with room for improvement in fostering more open culture for recognition and learning from failures.

Empowering leaders in Mauban, Quezon, are probably going to give educators greater freedom to make their own decisions and take charge of their own professional development through Teacher's Science Convention gathering yearly and Semi Quarterly In- Service Training of Teachers. One of the common activity of teachers is the formation of teacher-led committees, where educators are given the responsibility to lead projects such as school-based in-service trainings (INSET), reading programs, or environmental campaigns. Through this, teachers take the lead in planning, decision-making, and implementation. Another empowering activity is the Professional Learning Community (PLC) sessions, where teachers meet regularly to share best practices, reflect on challenges, and collaborate on solutions. These sessions encourage peer mentoring and support, promoting a culture of continuous improvement. Leaders also conduct open-space staff dialogues or consultative meetings, where teachers are encouraged to express their ideas, raise concerns, and contribute to school policies and improvement plans. In addition, they provide opportunities for teachers to attend or even facilitate local or regional trainings and webinars, recognizing them as experts in their own fields. Some schools implement a "Teacher Innovation Grant," where educators can propose unique classroom projects and receive funding and support to implement them.

They urged educators to reflect on themselves, recognize their advantages and disadvantages, and aggressively seek out criticism in order to get better. These leaders also foster an environment where educators are encouraged to take chances and try out novel teaching strategies. The school culture placed a strong emphasis on rewards and recognition to make sure that teachers felt valued for their work. By providing training opportunities, assigning tasks, and fostering a cooperative atmosphere where everyone can contribute ideas and have a voice, these leaders also support professional growth.

According to Table 6 findings, teachers place a high value on the empowerment approach in transformational leadership, which also successfully promotes an atmosphere of trust, development, and introspection. In line with well-established theories of transformational leadership, like those put forth by Bass and Riggio (2006), who highlighted the significance of empowerment for organizational growth, teachers can be empowered by acknowledging their strengths, offering feedback, and allowing them the opportunity to grow from their mistakes. Similarly, Leithwood et al. (2020) contend that teachers' motivation and performance are greatly enhanced by leaders who assign tasks and promote professional growth. The modest decline in recognition and error ratings indicates that while empowerment is practiced, there may still be room for improvement in recognizing achievements and fostering a culture of learning from failure.

Table 7

Summary Table for Transformational Leadership Approaches

Transformational Leadership Approach	Mean (M)	Standard Deviation (SD)	Verbal Interpretation (VI)
1. Charismatic	4.44	0.542	High Extent
2. Inspirational	4.42	0.572	High Extent
3. Affective	4.40	0.572	High Extent
4. Empowerment	4.34	0.608	High Extent
Overall	4.40	0.573	High Extent

Legend: 1.0-1.49 (Very Low Extent); 1.50-2.49 (Low Extent); 2.50-3.49 (Moderate Extent); 3.50-4.49 (High Extent); 4.50-5.0 (Very High Extent)

The results of Table 7 show that, as evaluated, the school communities regularly employ transformational leadership techniques to a high degree. The most widely accepted of the four strategies was charismatic leadership, which reflects leaders' capacity to inspire employees via personal influence, cultivate respect for one another, and articulate clear visions.

This was closely followed by affective and inspirational leadership, which shows that school leaders motivate their employees, show real concern for their welfare, and create emotionally supportive work environments that improve engagement and job satisfaction. Although still widely used, empowerment was viewed somewhat less frequently than the other strategies, indicating room for improvement in granting autonomy and encouraging participative decision-making among staff. According to the overall interpretation, school leaders' leadership styles successfully incorporate

transformational leadership approaches, creating a creative and upbeat school climate. These findings support the findings of Nguyen et al. (2021), who highlighted the significant improvement in teacher commitment and morale that transformational leadership qualities, particularly those based on charisma and inspiration, bring.

Furthermore, the high extent of affective leadership practices supports Amin & Syed's (2020) claim that emotional connection and empathy in leadership that promoted strong professional relationships and overall institutional performance.

In line with the recommendations of Arif and Sohail (2022), who advocated for leadership models that balance inspirational with distributed authority to maximize school innovation and collaborative engagement, this pattern of leadership practice showed that although school leaders in this context excel in vision-setting and motivational leadership, there was noted room for more intentional strategies in promoting empowerment initiatives of school leaders.

Overall, the findings point to a multifaceted, well-balanced transformational leadership style in these schools, with a focus on inspiring and charismatic approaches. The continuously high ratings demonstrate a supportive and upbeat leadership environment, highlighting the significance of inspiring, visionary, and compassionate leadership in attaining efficient school administration and long-term educational excellence. These results are consistent with recent studies that highlighted the importance of transformational leadership in fostering teacher engagement, morale, and institutional innovation (Nguyen et al., 2021; Amin & Syed, 2020).

Table 8

Perceived Individualized Consideration Practices of Teachers in Transformational Leadership

Indicators	Mean	SD	VI
1. gives praise and appreciation to the work results or achievements of lecturers/staff	4.45	.648	High Extent
2. accepts suggestions for their improvements	4.42	.673	High Extent
3. gives special time to lecturers/staff in delivering every opinion	4.38	.676	High Extent
4. asks for the opinion regarding the leadership in higher education	4.36	.671	High Extent
5. carries out or following up on the suggestions submitted	4.36	.654	High Extent
6. tells lectures/staff to check the results of the evaluation to make up for any shortcomings	4.38	.648	High Extent
7. carries out an informal approach	4.28	.688	High Extent
8. guides and trains lecturers/staff personally if they have problems	4.40	.688	High Extent
9. knows the skills or expertise of lecturers/staffs	4.36	.654	High Extent
10. knows the needs of lecturers/staff for the flow of the teaching and learning activities in the classroom	4.36	.663	High Extent
11. gives attention by listening to the complaints of lecturers/staff for mutual comfort	4.36	.699	High Extent
Overall	4.38	.596	High Extent

Legend: 1.0-1.49 (Very Low Extent); 1.50-2.49 (Low Extent); 2.50-3.49 (Moderate Extent); 3.50-4.49 (High Extent); 4.50-5.0 (Very High Extent)

The individualized consideration approach in transformational leadership involves leaders paying close attention to the individual needs, strengths, and development of their team members. This approach emphasizes personalized support, encouragement, and guidance tailored to each member's unique needs, goals, and challenges. Leaders practicing individualized consideration create an environment where team members feel valued, understood, and motivated to achieve their personal and professional growth. They provide feedback, mentorship, and opportunities for development to foster a sense of individual recognition and personal connection.

Table 8 presents the perceived individualized consideration practices of teachers in transformational leadership. All indicators in the table are rated "High Extent", reflecting that teachers perceive their leaders as actively engaging in practices that consider individual needs and promote personalized development.

The highest-rated indicator is "gives praise and appreciation to the work results or achievements of lecturers/staff" ($M = 4.45$), which suggests that leaders in these schools are effective at recognizing and celebrating the achievements of their staff, positively impacting morale and motivation. Similarly, "accepts suggestions for their improvements" ($M = 4.42$) indicates that leaders are open to feedback and value contributions from teachers, encouraging a culture of collaboration and continuous improvement.

The consistent ratings across other indicators, such as "gives special time to lecturers/staff in delivering every opinion" ($M = 4.38$) and "guides and trains lecturers/staff personally if they have problems" ($M = 4.40$), suggest that leaders prioritize listening to their staff and providing personalized support when needed. "Carries out or following up on the suggestions submitted" ($M = 4.36$) reflects that leaders not only encourage feedback but also ensure that suggestions are acted upon, fostering a sense of ownership and involvement among staff.

While all indicators are rated highly, the indicator "carries out an informal approach" ($M = 4.28$) received a slightly lower mean, though still within the high extent range. This suggests that while leaders are generally informal and approachable, there may be room for more casual, non-hierarchical interactions between leaders and staff.

The high ratings for indicators such as "gives praise and appreciation to the work results or achievements of lecturers/staff" ($M = 4.45$) and "accepts suggestions for their improvements" ($M = 4.42$) imply that leaders are successfully creating an atmosphere where teachers feel recognized and supported in their professional endeavors. This positive reinforcement has significant implications for teacher motivation, engagement, and overall job satisfaction. When teachers feel their efforts are appreciated, it fosters a sense of accomplishment and encourages them to continue striving for excellence. The practice of accepting suggestions and incorporating feedback creates a culture of continuous improvement, which can positively impact both individual and team performance. These actions help build trust between leaders and teachers, improving collaboration and team cohesion.

The high ratings indicate that leaders are highly committed to providing personalized attention and fostering individual growth. However, the indicator "carries out an informal approach" ($M = 4.28$) received a slightly lower rating compared to others, suggesting that while leaders are generally responsive and attentive to their teachers, they may not always adopt a casual or informal approach when engaging with staff. While formal settings for discussions are essential, leaders may benefit from incorporating more informal interactions that allow for open, honest conversations and stronger personal connections. An informal approach can make staff feel more comfortable and less constrained by hierarchical structures, ultimately encouraging more authentic communication.

In Mauban, Quezon, leaders who practice individualized consideration would likely prioritize creating a supportive and personalized work environment for their teachers a school head *conduct one-on-one coaching or mentoring sessions the Professional Coughing and Mentoring quarterly* tailored to each teacher's goals, such as improving classroom management or preparing for a promotion. They actively engage with teachers, taking time to listen to their concerns and suggestions for improvement. By providing individualized feedback and mentorship, these leaders would help teachers address challenges and build on their strengths. They would also encourage open dialogue and provide personal support when needed, fostering a sense of community within the school. This approach would likely result in higher job satisfaction, improved teacher retention, and a stronger sense of belonging among the staff.

The findings from Table 8 underscore the importance of individualized consideration as a key practice in transformational leadership. Teachers highly value the recognition, feedback, and personal support provided by their leaders, which significantly contributes to their motivation and engagement. This aligns with Bass (1985) model of transformational leadership, which emphasizes individualized attention and consideration as essential components of leadership effectiveness. Additionally, research by Bierly and McDonald (2019) highlight the importance of leaders tailoring their approach to the unique needs of their staff to improve professional development and foster a positive school climate. The slight dip in ratings for "carries out an informal approach" indicates that there may be room for improvement in fostering more relaxed, informal interactions between leaders and staff, which could further enhance communication and trust.

Table 9

Perceived Idealized Influence as Practices of Teachers in Transformational Leadership

Indicators	Mean	SD	VI
1. instills pride to your employees or subordinates	4.27	.752	High Extent
2. goes beyond their self-interest for the greater good of the organization	4.27	.693	High Extent
3. shows sense of power and confidence	4.39	.659	High Extent
4. imply about the most important values and beliefs	4.39	.660	High Extent
5. Give emphasis on collective organizational mission	4.33	.666	High Extent
Overall	4.33	.621	High Extent

Legend: 1.0-1.49 (Very Low Extent); 1.50-2.49 (Low Extent); 2.50-3.49 (Moderate Extent); 3.50-4.49 (High Extent); 4.50-5.0 (Very High Extent)

Idealized influence practices in transformational leadership refer to leadership behaviors that focus on fostering a sense of pride, confidence, and a shared collective mission within an organization. Leaders who engage in these practices inspire their followers by prioritizing the greater good of the organization over their self-interest. They emphasize core values and beliefs, which can help strengthen the group's commitment and shared vision.

Table 9 illustrates the perceived idealized influence practices of teachers in transformational leadership. The data shows that leaders are highly effective in instilling pride and promoting a collective sense of purpose within the organization. The overall mean score of 4.33 (High Extent) indicates that the teachers perceive their leaders to practice Idealized influence to a significant degree. The highest-rated indicators include "shows sense of power and

confidence" ($M = 4.39$) and "imply about the most important values and beliefs" ($M = 4.39$), which highlight how leaders project confidence and communicate values that resonate deeply with their followers. The indicator "instills pride to your employees or subordinates" ($M = 4.27$) shows that leaders make their teachers feel proud of their work, which can improve motivation and overall performance. Similarly, "goes beyond their self-interest for the greater good of the organization" ($M = 4.27$) reflects leaders' selflessness and their focus on the success of the institution as a whole. These indicators emphasize that leaders in these schools act as role models, fostering a sense of collective identity and purpose.

The highest-rated indicators suggest that leaders who adopt Idealized influence practices are perceived as confident, value-driven, and selfless, prioritizing organizational welfare over personal gain. These behaviors inspire teachers and staff to align with the broader goals of the school or institution. The positive impact of these practices is likely to foster an environment of trust and collective commitment, where teachers feel motivated to work towards shared goals. It suggests that leaders in these schools have a strong influence on the collective ethos and mission, which may lead to enhanced collaboration, engagement, and performance among staff.

The high ratings reflect the extent to which leaders are perceived as embodying the qualities associated with Idealized Influence. However, there may be unmet aspects in further emphasizing the importance of individual needs or more personalized engagement, as these practices tend to focus largely on group dynamics and collective mission. Leaders may occasionally overlook the unique requirements or personal development needs of individual staff members, which can limit their ability to meet all members' expectations fully.

In Mauban, Quezon, leaders who exhibit Idealized influence practices are likely to foster a strong sense of pride in their schools. They have specific activities that reflect idealized influence, including leading by example during school and community initiatives. For instance, during Brigada Eskwela, these leaders are among the first to arrive and the last to leave, working alongside teachers, parents, and volunteers to clean and repair classrooms, showing that no task is beneath them. They also consistently uphold ethical standards, such as being transparent in decision-making and fair in assigning responsibilities, reinforcing a culture of honesty and accountability through in moments of crisis—such as typhoons or school emergencies—these leaders often take initiative to coordinate relief efforts, communicate calmly, and ensure everyone's safety, reinforcing their role as dependable figures in the school community.

They lead by example, demonstrating confidence in their vision and reinforcing the importance of values such as integrity, respect, and community collaboration. These leaders may prioritize collective goals, such as enhancing educational outcomes or fostering community engagement, while ensuring that staff members are aligned with the organization's broader mission. They would likely engage in open communication, listen to teachers' concerns, and encourage collaboration to ensure that the school's objectives are met.

The findings from Table 9 suggest that Idealized influence practices, including instilling pride, demonstrating selflessness, and emphasizing shared values, are essential components of transformational leadership. These practices inspire teachers and staff to align with the school's broader mission, promoting a sense of community and collective responsibility.

Teachers who perceive high levels of Idealized influence from their leaders are more likely to feel valued, respected, and motivated to excel in their roles. This practice fosters a positive working environment where relationships are built on trust and empathy, resulting in stronger commitment and improved performance. According to Banks et al. (2020), transformational leaders who demonstrate Idealized influence effectively enhance employee engagement, satisfaction, and loyalty by acknowledging and nurturing individual differences and aspirations.

However, while these practices are beneficial, leaders must also ensure that the individual needs of staff members are met to optimize the environment for growth and development fully. In the context of Mauban, Quezon such leadership practices foster a supportive and motivating school culture, reinforcing the collective commitment to educational excellence.

Table 10

Perceived Intrinsic Motivation as Practices of Teachers in Transformational Leadership

Indicators	Mean	SD	VI
1. recognizes employees achievements	4.36	.682	High Extent
2. drives and aims goal directed for future achievements	4.37	.674	High Extent
3. initiates and pursue more advancement of professional task of subordinates	4.35	.661	High Extent
4. works by itself for other benefits	4.30	.692	High Extent
5. commits to the responsibilities	4.46	.667	High Extent
Overall	4.37	.625	High Extent

Legend: 1.0-1.49 (Very Low Extent); 1.50-2.49 (Low Extent); 2.50-3.49 (Moderate Extent); 3.50-4.49 (High Extent); 4.50-5.0 (Very High Extent)

Intrinsic motivation practices in leadership refer to leadership behaviors and strategies that aim to foster internal drive and personal commitment among employees. These practices focus on encouraging individuals to perform tasks or achieve goals because they find intrinsic value, satisfaction, or personal

fulfillment in the work itself, rather than relying on external rewards or pressures. Leaders who engage in intrinsic motivation practices focus on recognition, goal-setting, and fostering a sense of personal responsibility and achievement among their team members.

Table 10 presents the perceived intrinsic motivation practices of teachers in transformational leadership. The data indicates that the leaders are highly effective in motivating their employees internally, with an overall mean score of 4.37, categorized as "High Extent." The highest-rated indicators are "commits to responsibilities" ($M = 4.46$) and "drives and aims for goal-directed future achievements" ($M = 4.37$), reflecting leaders' commitment to their duties and their focus on long-term goal-setting for both them and their subordinates. Other indicators, such as "recognizes employees' achievements" ($M = 4.36$) and "initiates and pursues more advancement of professional tasks of subordinates" ($M = 4.35$), also suggest that leaders actively work to encourage professional growth and recognize efforts, fostering a sense of accomplishment and self-motivation among their staff. Overall, these leaders are viewed as fostering an environment where personal responsibility, commitment, and professional growth are paramount.

The highest-rated indicators suggest that leaders who practice intrinsic motivation foster an environment that emphasizes responsibility, commitment, and achievement. The high rating for "commits to the responsibilities" ($M = 4.46$) suggests that leaders are deeply dedicated to their roles, setting an example for their staff. Similarly, "drives and aims goal-directed for future achievements" ($M = 4.37$) reflects leaders' focus on the future, encouraging goal-setting and vision.

These practices likely lead to greater employee engagement and performance, as staff members are motivated by the intrinsic value of their work and the opportunities for personal growth. Recognition of achievements and support for professional advancement further reinforce the motivation, creating a culture of internal drive and continuous improvement.

The high extent of intrinsic motivation practices likely stems from the recognition of individual achievements and the clear focus on long-term goals. However, unmet aspects may include the depth of personal engagement and understanding of individual drivers. While leaders may provide recognition and set goals, further steps could be taken to better align these strategies with the unique motivations and aspirations of each staff member. There may also be opportunities to deepen the personal connection between leaders and employees, ensuring that motivational strategies are more tailored to individual needs.

In Mauban, Quezon, leaders who highly practice intrinsic motivation are likely to emphasize the personal growth and professional development of their teachers. One of the specific activities is the implementation of "Teacher-Led Passion Projects," where teachers are encouraged to create and lead classroom or school-wide initiatives based on their interests, such as a music club, reading corner, gardening project, or local heritage research.

These projects allow teachers to align their work with their values and passions, making their roles more meaningful. Leaders also promote autonomy in lesson planning and classroom management, allowing teachers the freedom to innovate and try new strategies without fear of failure. This trust fosters creativity and a deeper connection to their work.

Another strategy is to organize "Sharing of Success Stories" sessions during faculty meetings, where teachers voluntarily share classroom successes or personal teaching milestones, inspiring one another and reinforcing a sense of accomplishment.

These leaders might recognize teachers' accomplishments publicly, encourage them to pursue goals that align with their personal and professional values, and provide opportunities for teachers to take on new challenges or advance in their roles. They may foster a school culture where teachers are driven by internal satisfaction from their work, supporting long-term professional development and encouraging individual responsibility and goal-setting. By setting an example of commitment and goal-directed action, they inspire their staff to adopt similar practices in their own work.

The results from Table 10 underscore the significance of intrinsic motivation in transformational leadership, demonstrating that leaders who prioritize fostering personal commitment, responsibility, and professional growth among their staff can substantially enhance engagement and performance.

Research supported by Zafar et al. (2021) suggests that transformational leaders who stimulate intrinsic motivation foster a work environment where employees are more proactive, resilient, and invested in organizational goals, leading to improved performance and well-being.

High scores in recognition of achievements, goal-setting, and commitment underscore the value of these practices in creating an environment where individuals are internally motivated to succeed.

In Mauban, Quezon, leaders who adopt these practices are likely to create a supportive and motivating school culture that encourages personal development and collective responsibility. By aligning leadership strategies with intrinsic motivation principles, schools can foster a more engaged and self-driven teaching staff.

Table 11

Perceived Intellectual Stimulation as Practices of Teachers in Transformational Leadership

Indicators	Mean	SD	VI
1. gives books or other references to lecturers/staff as a reference in self-development of lecturers/staff	4.28	.670	High Extent
2. provides opportunities for lecturers/staff to conduct education and training	4.36	.653	High Extent

3.	provides freedom of opinion for lecturers/staff regarding policies in elementary education	4.38	.638	High Extent
4.	has a way of solving complex problems of a study program	4.33	.645	High Extent
5.	involves lecturers/staff in assessing the activities in elementary education	4.34	.639	High Extent
Overall		4.34	.604	High Extent

Legend: 1.0-1.49 (Very Low Extent); 1.50-2.49 (Low Extent); 2.50-3.49 (Moderate Extent); 3.50-4.49 (High Extent); 4.50-5.0 (Very High Extent)

Intellectual stimulation practices in transformational leadership typically refer to the actions and strategies leaders employ to foster critical thinking, innovation, and creativity among their subordinates. These practices include encouraging new perspectives, questioning existing assumptions, and supporting professional development through various intellectual activities. While the exact mechanisms may differ across institutions, the goal is to inspire individuals to think independently and contribute meaningfully to the organizational mission.

Table 12 illustrates the extent to which intellectual stimulation is practiced by teachers under transformational leadership. The overall mean score of 4.34 with a standard deviation of 0.604 indicates a High Extent of implementation. This suggests that school leaders actively encourage innovation, critical thinking, and professional development among teaching staff.

The highest-rated item is “provides freedom of opinion for lecturers/staff regarding policies in elementary education” with a mean of 4.38, reflecting that leaders are open to diverse viewpoints and foster inclusive dialogue in decision-making processes.

This is followed by “provides opportunities for lecturers/staff to conduct education and training” ($M = 4.36$) and “involves lecturers/staff in assessing the activities in elementary education” ($M = 4.34$), highlighting leaders’ efforts to promote teacher development and participative evaluation practices.

Meanwhile, the indicator “gives books or other references to lecturers/staff as a reference in self-development” scored the lowest mean at 4.28. However, it still falls under the High Extent category. This indicates that while resource support is provided, it may not be as emphasized or consistently practiced as other intellectual stimulation strategies.

Overall, the data reveal that intellectual stimulation practices are well-regarded by teachers, suggesting that leadership efforts to foster a reflective, innovative, and intellectually engaging environment are effectively realized within schools.

The consistently high ratings across all indicators show that leaders are intentional in creating spaces for professional growth and open dialogue. However, what remains less explored or possibly unmet is the depth of critical engagement and structured follow-through on these intellectual opportunities. While freedom of opinion and access to training is evident, more systemic support may be needed to ensure that innovative ideas are translated into actual policies or practices. Encouraging independent thinking must also be matched with mechanisms to implement those ideas effectively.

In Mauban, Quezon, school leaders who actively practice intellectual stimulation likely engage teachers in curriculum discussions, invite their input in school decision-making, and support their professional development through seminars and training programs.

One specific activity is organizing action research projects like SPOT2PG, where teachers identify challenges in their classrooms, implement new strategies, and analyze results to improve teaching and learning. Leaders guide and support this process, allowing teachers to investigate solutions that are relevant and meaningful to their context.

They also facilitate “Innovation Showcases” or “Best Practices,” where teachers present new teaching methods, classroom technologies, or assessment tools they have developed or adapted, encouraging others to learn from and build upon these ideas.

Another example is encouraging participation in collaborative lesson study groups, where teachers plan, observe, and refine lessons together. This promotes deep reflection and the exchange of diverse perspectives.

Leaders also introduce thought-provoking professional development sessions featuring current educational trends, such as differentiated instruction, digital pedagogy, or inclusive education, prompting teachers to expand their thinking and apply new concepts in their classrooms.

The findings in Table 11 demonstrate that intellectual stimulation is practiced to a high extent among transformational leaders, with particular emphasis on freedom of opinion, training opportunities, and participative assessment. These elements suggest that leaders are creating environments that foster innovation and continuous learning. In Mauban, Quezon, such practices have likely led to increased teacher engagement and improved school decision-making.

Intellectual stimulation is a hallmark of transformational leadership, driving both personal and institutional growth. Supporting this, Bass and Avolio (1994) emphasized that leaders who encourage intellectual stimulation cultivate followers who are more committed, competent, and capable of navigating complex educational challenges. Similarly, Yukl (2013) noted that involving staff in decision-making enhances not only morale but also organizational effectiveness.

Furthermore, school leaders demonstrate strong problem-solving capabilities and involve teachers in assessing and evaluating educational activities, which promotes a collaborative and reflective approach to school management. By engaging staff in these processes, leaders not only empower them but also ensure that school improvement strategies are informed by those directly involved in teaching and learning.

Overall, the consistently high perceptions of intellectual stimulation practices suggest that transformational leaders in these schools effectively cultivate a culture of innovation, inquiry, and shared responsibility.

These findings align with studies that emphasize the importance of intellectual stimulation in enhancing professional engagement, fostering creativity, and addressing complex educational challenges through collective effort (Nguyen et al., 2021; Amin & Syed, 2020).

Table 12

Summary Table for Transformational Practices

Transformational Leadership Practice	Mean (M)	Standard Deviation (SD)	Verbal Interpretation (VI)
Individualized Consideration	4.38	0.596	High Extent
Idealized influence	4.33	0.621	High Extent
Intrinsic Motivation	4.37	0.625	High Extent
Intellectual Stimulation	4.34	0.608	High Extent
Overall	4.36	0.613	High Extent

Legend: 1.0-1.49 (Very Low Extent); 1.50-2.49 (Low Extent); 2.50-3.49 (Moderate Extent); 3.50-4.49 (High Extent); 4.50-5.0 (Very High Extent)

The results of Table 12 reveal that the transformational leadership practices demonstrated by school leaders are consistently observed to a high extent within the school setting. Notably, individualized consideration emerged as the most prominent practice, reflecting how leaders regularly recognize and respond to the unique professional and personal needs of their staff members.

This suggests that leaders in these schools are intentional about providing tailored support and mentorship, fostering an environment where teachers feel valued and encouraged to grow. Following closely, intrinsic motivation was also highly evident, indicating that school leaders successfully inspire internal drive among teachers and staff, promoting commitment and a sense of purpose in their roles.

The presence of Idealized influence likewise signifies that leaders are modeling ethical behavior, integrity, and professional dedication — qualities that set a positive example for the entire school community.

Lastly, intellectual stimulation was perceived to a high extent, suggesting that leaders actively encourage innovative thinking, reflective practice, and professional inquiry among staff members.

By promoting a culture where new ideas and critical discussions are welcomed, leaders help to create a school climate that embraces continuous learning and improvement.

Overall, the consistently high perceptions across all leadership practices indicate a strong, positive leadership environment that fosters innovation, teacher empowerment, and a collaborative school culture.

These findings are consistent with the insights of Muli et al. (2021), who emphasized that transformational leadership — particularly through individualized support and intrinsic motivation — fosters high teacher engagement and school performance.

Similarly, Abelha et al. (2018) noted that intellectual stimulation plays a crucial role in promoting innovative school climates where both educators and students thrive.

Table 13

Perceived Innovative Support of Innovative School Climate

Indicators	Mean	SD	VI
1. there is an improved internal organization (e.g. management of innovation process)	4.31	.640	High Extent
2. there is an improved business or innovation strategy	4.23	.704	High Extent
3. there is an improved level of skills of personnel	4.35	.652	High Extent

4.	there is a participation in innovation programs was facilitated	4.30	.638	High Extent
5.	there is strong acknowledgement of need to participate in innovation programs	4.33	.638	High Extent
6.	there is an easy access to information about available programs	4.28	.659	High Extent
7.	there is an adequate external assistance / guidance during project	4.31	.668	High Extent
Overall		4.30	.584	High Extent

Legend: 1.0-1.49 (Very Low Extent); 1.50-2.49 (Low Extent); 2.50-3.49 (Moderate Extent); 3.50-4.49 (High Extent); 4.50-5.0 (Very High Extent)

Innovative support practices refer to a broad set of strategies and organizational conditions that promote, encourage, or facilitate innovation within a school setting. These may include enhancing internal systems, providing professional development, aligning with strategic goals, or ensuring access to resources that nurture a culture of continuous improvement and creativity.

The concept of Innovative Support is intentionally open to interpretation, as innovative support may manifest differently across various contexts and is contingent upon multiple institutional, human, and environmental factors. The results in Table 13 show that the perceived level of innovative support within the school climate is at a High Extent, with an overall mean of 4.30 and a standard deviation of 0.584. This suggests that teachers recognize and experience strong efforts from their institutions in promoting and supporting innovation.

Among the individual indicators, the highest-rated is “there is an improved level of skills of personnel” with a mean of 4.35, indicating that professional development and the continuous enhancement of staff competencies are being prioritized. Close to these are the indicators “strong acknowledgement of the need to participate in innovation programs” ($M = 4.33$) and “adequate external assistance or guidance during the project” ($M = 4.31$), which emphasize the importance placed on external collaboration and institutional openness to change.

The lowest-rated item, “there is an improved business or innovation strategy” ($M = 4.23$), still falls within the “High Extent” category. Still, it suggests that strategic planning and innovation direction might be less emphasized compared to operational support and individual development.

Overall, the data suggest that while schools offer strong support in terms of resources, training, and program participation, there may still be a need to refine and strengthen long-term innovation strategies to ensure sustainability and alignment with school objectives.

The high rating for improved skill levels among personnel implies that professional development initiatives are effective and appreciated. This supports the notion that teacher empowerment is central to innovation. When teachers are confident in their capabilities, they are more likely to experiment, collaborate, and take initiative in innovative projects.

The strong recognition of the need to engage in innovation programs suggests that school leaders are successful in cultivating a shared vision for progress. This climate of empowerment and shared responsibility lays the foundation for long-term change, leading to improved instructional methods, increased student engagement, and stronger institutional resilience.

The consistently high scores across all indicators reflect a generally positive and proactive environment. Teachers may feel supported through training, accessible programs, and external resources, which are vital in today’s dynamic educational landscape.

However, the relatively lower rating for improved innovation strategy suggests a potential disconnect between grassroots-level efforts and the broader institutional vision. While innovation is supported on an operational level, there may be a lack of long-term, clearly articulated strategic direction that binds these initiatives together. This highlights the need for leadership to strengthen strategic planning processes and involve staff in formulating innovation blueprints.

In schools within Mauban, Quezon, leaders perceived as highly supportive of innovation may engage in facilitating training, partnering with external institutions, streamlining access to innovation-related information, and initiating internal reforms that enhance management processes. One specific activity is the initiative of digital tools and training, such as organizing workshops on using learning management systems like LIS Dashboard, interactive apps, or educational software that enhance lesson delivery like Canva PH. Leaders may also allocate innovation corners or tech hubs within the school, where teachers can access tablets, projectors, or learning materials for designing interactive lessons. They support teachers in designing ICT-integrated lesson plans and encourage peer-sharing sessions to promote digital literacy and creativity. Another example is launching a school-based innovation grant or support fund, where teachers can propose new teaching strategies, classroom setups, or programs (e.g., project-based learning, flipped classrooms, or literacy games) and receive resources to implement them. Leaders also establish mentoring systems or innovation teams, pairing teachers who are early adopters of new methods with others who are still building confidence.

These leaders likely promote an open culture where innovation is both expected and celebrated, fostering strong internal communication and accountability frameworks to sustain change initiatives. In sum, innovative support practices are highly evident in the schools surveyed, with teachers acknowledging their leaders’ efforts to develop skills, promote innovation participation, and offer necessary resources.

While operational support is strong, a more refined and communicated innovation strategy could further elevate these practices. This aligns with the findings of Nguyen et al. (2021), who found that providing strong innovative support significantly boosts teachers' willingness to engage in creative practices and strengthens the overall adaptability and resilience of the school community in the face of changing educational demands. It involves providing resources, emotional encouragement, and professional opportunities that enable teachers to explore innovative teaching strategies. Leaders who foster innovative support actively promote a culture where creativity is valued and where teachers feel safe to try new approaches without fear of failure. Ultimately, ensuring both structural and strategic support for innovation strengthens school systems' adaptability and responsiveness to 21st-century educational demands.

Table 14

Perceived Knowledge Sharing of Innovative School Climate

Indicators	Mean	SD	VI
1. addresses the needs of staff/ lecturer for knowledge-sharing platform	4.34	.639	High Extent
2. addresses staff/ lecturer previous failures in ways of knowledge sharing	4.33	.638	High Extent
3. let staff / lecturer understands knowledge sharing platform	4.36	.645	High Extent
4. pays close attention to the untapped collaboration opportunities and the technical needs of your teams.	4.30	.637	High Extent
5. new system hinges on testing it effectively, communicating it correctly, and making the process a true team effort.	4.30	.655	High Extent
6. provides a central, shared online space, intranets articulate and disseminate a company identity.	4.26	.680	High Extent
Overall	4.32	.598	High Extent

Legend: 1.0-1.49 (Very Low Extent); 1.50-2.49 (Low Extent); 2.50-3.49 (Moderate Extent); 3.50-4.49 (High Extent); 4.50-5.0 (Very High Extent)

Knowledge sharing within an innovative school climate refers generally to the undefined yet valuable practices through which information, experiences, and resources are distributed among members of an educational institution. It may involve both formal systems and informal networks that aim to foster understanding, collaboration, and learning without necessarily specifying the mechanisms or technologies used.

Based on the findings in Table 14, the perceived knowledge-sharing practices within an innovative school climate are interpreted as being of a high extent, as reflected by the overall mean of 4.32 and a standard deviation of 0.598. This suggests that schools have successfully fostered an environment where knowledge sharing among staff and lecturers is actively encouraged and facilitated. The highest-rated indicator, "lets staff/lecturer understand knowledge sharing platform" ($M = 4.36$), indicates that teachers feel well-informed and confident in using available platforms for collaboration and information exchange. Similarly, the items addressing the needs of staff for a knowledge-sharing platform ($M = 4.34$) and addressing previous failures in knowledge sharing ($M = 4.33$) show that school leaders are responsive in improving systems based on past experiences and present needs.

Meanwhile, indicators related to collaboration opportunities and team-based implementation of new systems also scored highly ($M = 4.30$), which further implies that staff recognize the value of shared efforts and open communication in innovation. Although the indicator "provides a central, shared online space" received the lowest mean ($M = 4.26$), it still falls within the high extent category, suggesting that while such systems are present, there may still be opportunities to improve centralized access and integration. Overall, the data indicates that schools have established a strong culture of collaboration and collective learning, driven by effective communication, leadership support, and accessible knowledge-sharing tools.

The highest-rated item indicates that schools ensure staff have a clear understanding of how to use knowledge-sharing platforms. This implies that schools may be prioritizing orientations, user-friendly systems, and support structures to reduce resistance and encourage full participation in knowledge exchange. A strong foundation in understanding the platform likely leads to increased use reduced technical issues and greater collaboration across departments or grade levels—essential for innovative practices.

Despite all indicators rating "High Extent," the slightly lower score (4.26) for the use of central, shared online spaces suggests room for enhancement in digital infrastructure. While teachers may understand and value knowledge-sharing platforms, the tools themselves (e.g., the internet or collaboration portals) may still be underdeveloped or lack personalization, customization, or interactivity. This insight highlights a potential technology gap or underutilization of existing systems that, if addressed, could significantly enhance knowledge dissemination and innovation within the school climate.

Leaders in Mauban, Quezon, who highly practice knowledge sharing within an innovative school climate, demonstrate a strong commitment to fostering open communication, collaborative learning, and continuous professional development among staff. These leaders proactively provide knowledge-sharing

platforms, such as internet systems or shared online spaces, where educators can exchange ideas, teaching strategies, and best practices through Messenger Group Chat. One of the specific activities is organizing regular professional learning communities (PLCs), where teachers come together to share their experiences, challenges, and successful strategies. These sessions offer a platform for teachers to learn from one another, discuss innovative methodologies, and develop solutions to common challenges. Leaders also facilitate cross-disciplinary workshops, where teachers from different subject areas collaborate with one another to create integrated lesson plans or thematic units, thereby expanding their understanding of various teaching approaches.

Additionally, school leaders may implement “Teach-Back” sessions or “Hashtag Seminar Workshops,” where teachers who have attended external workshops or conferences present key learnings to their peers. This not only reinforces the knowledge gained but also allows other teachers to benefit from the latest educational trends and strategies. Leaders were also encouraging teacher observation programs, where teachers can visit each other’s classrooms to observe instructional methods and provide constructive feedback.

In summary, the findings highlight that knowledge-sharing practices are strongly evident and highly perceived by teachers in the innovative school climate, with particular strength in communication and platform familiarity. Minor gaps in centralized digital access suggest a need for continued investment in infrastructure. When school leaders actively support knowledge sharing, they create environments that promote innovation, adaptability, and collective growth.

This aligns with the findings of Alsharo, Gregg, and Ramirez (2017) who asserts that knowledge sharing significantly enhances innovation and organizational performance.

Likewise, as highlighted by Santoso et al. (2020), an environment that promotes active knowledge sharing significantly strengthens organizational learning and leads to higher levels of innovation and employee engagement. Schools that prioritize knowledge sharing foster collective growth, reduce knowledge gaps, and accelerate innovation.

Knowledge sharing in an innovative school climate emphasizes the open exchange of information, experiences, and best practices among teachers, staff, and school leaders. It involves creating systems and opportunities where individuals are encouraged to collaborate, discuss new ideas, and learn from one another, thereby enhancing both teaching quality and institutional innovation.

Knowledge creation in an innovative school climate generally refers to the evolving and often informal processes through which educators and leaders seek out, generate, and utilize new ideas, skills, and resources. This may involve both internal collaboration and external coordination to improve practices and outcomes. While not always strictly defined, it encompasses the ongoing efforts of schools to remain relevant, informed, and responsive to the needs of learners through shared learning and applied insights.

Table 15

Perceived Knowledge Creation in Innovative School Climate

Indicators	Mean	SD	VI
1. initiates coordination from external sources to acquire new knowledge and find existing knowledge in the organization.	4.39	.622	High Extent
2. acquires knowledge from specialists for use in practice	4.43	.617	High Extent
3. acquires coordination among various sections of the organization for knowledge acquisition	4.38	.667	High Extent
4. continues knowledge acquisition for co-workers in the organization	4.39	.631	High Extent
Overall	4.40	.595	High Extent

Legend: 1.0-1.49 (Very Low Extent); 1.50-2.49 (Low Extent); 2.50-3.49 (Moderate Extent); 3.50-4.49 (High Extent); 4.50-5.0 (Very High Extent)

The results suggest that knowledge creation is deeply embedded in the innovative practices of schools. Teachers and educational leaders consistently foster initiatives that reach beyond their immediate environments, actively seeking new information from external sources to enrich internal systems. This demonstrates a forward-thinking attitude, where learning is not confined to school walls but is extended through networking and strategic collaboration. There is a strong emphasis on acquiring expert knowledge and applying it meaningfully within the school context. This practice helps in refining instructional methods, administrative processes, and overall school performance. Collaboration across various departments and sections within the school also plays a key role. It reflects a culture where cross-functional coordination is not just encouraged but recognized as essential for the effective acquisition and dissemination of knowledge.

Additionally, the continued sharing and updating of knowledge among colleagues show a commitment to lifelong learning. Staff members are not only encouraged to learn but are also supported in spreading new insights, contributing to a dynamic and evolving educational environment. This collective approach to growth and development enhances the school's adaptability and responsiveness to educational challenges and innovations.

The highest-rated indicator suggests that external expertise is highly valued and effectively utilized in schools, which implies a culture of openness to new ideas and best practices. This focus on specialized knowledge application means that teachers are not only updating their skills but also contextualizing external inputs into their daily instructional strategies. Such engagement enhances professional development, curriculum innovation, and organizational learning, leading to a more adaptive and future-ready educational system.

The "High Extent" rating across all indicators demonstrates that schools have well-established structures or habits for acquiring and sharing knowledge. However, the absence of a "Very High Extent" score may suggest inconsistent participation across staff, limited time or resources, or barriers to implementation of the newly acquired knowledge. Additionally, while acquiring knowledge is emphasized, its institutional integration and long-term sustainability may still require attention. The high extent of knowledge creation practices observed in the innovative school climate was largely influenced by specific, well-defined tasks consistently implemented by school leaders and educators. These included initiating coordination with external sources, such as educational consultants and training providers, to access new knowledge and enrich internal practices. Leaders actively sought input from specialists, integrating expert knowledge into everyday teaching strategies while also promoting interdepartmental coordination to ensure that valuable insights were shared across grade levels and teaching units.

Furthermore, a culture of continuous professional learning was cultivated through regular in-service training, professional learning communities, and peer mentoring programs. These efforts were successfully attained due to strong leadership advocacy for innovation, the active involvement of teachers, and the availability of platforms for collaboration and information sharing.

However, despite these strengths, the practices did not reach a very high extent due to certain barriers. These included limited access to external experts in some areas, insufficient time for all staff to engage deeply in knowledge-building initiatives, and inconsistent follow-through on applying newly acquired knowledge. Additionally, variations in teacher motivation and unequal distribution of learning opportunities prevented the full realization of a universally embedded culture of knowledge creation. Addressing these gaps through sustained support, equitable access to resources, and structured feedback mechanisms may elevate these practices to their highest potential.

In Mauban, Quezon, school leaders who highly value knowledge creation are likely to initiate professional linkages with experts from educational institutions or government bodies, organize training sessions and seminars, and promote collaboration among departments. They likely establish systems that enable teachers to share what they've learned, such as learning action cells, peer mentoring, or professional learning communities.

These leaders play a pivotal role in sustaining innovation by bridging internal practices with external advancements in education. Through the implementation of a "Collaborative Curriculum Innovation Workshop." In this workshop, teachers from various grade levels and subject areas come together to co-create new teaching strategies, resources, and lesson plans. The goal is to develop innovative, context-specific approaches to meet the diverse needs of students.

During this workshop, teachers were encouraged to share their insights, challenges, and successful teaching practices, and collectively brainstorm ways to enhance the curriculum. This involved developing interdisciplinary projects that integrated local culture and issues into lessons, as well as creating interactive, technology-infused activities. The ideas generated in the workshop are then tested in classrooms, with teachers documenting their experiences, challenges, and successes.

In conclusion, the data suggest that knowledge creation is a core practice in fostering an innovative school climate. The high extent of these practices reveals a commitment to growth and excellence among educators and leaders.

According to Nonaka (1995), knowledge creation is essential in transforming institutions into learning organizations. As emphasized by Nonaka and Konno (2021), knowledge creation thrives in environments where shared vision, trust, and open dialogue are actively promoted, allowing members to innovate and adapt to changing educational needs.

Fullan (2016) also emphasized that continuous knowledge-building among educators is crucial for sustained school reform. These findings confirm that the schools, in collaboration with school leaders in Mauban, Quezon, are aligning with global standards in educational innovation by fostering a strong culture of knowledge acquisition and collaboration.

Table 16

Perceived Work Engagement in Innovative School Climate

Indicators	Mean	SD	VI
1. provides the materials and learning tools needed for efficient work progress	4.33	.647	High Extent
2. shares and elaborates job expectations and goals to staff/lecturer	4.35	.603	High Extent

3.	distributes workloads equally by department or units	4.35	.642	High Extent
4.	recognizes every successful jobs of staff/lecturer	4.36	.645	High Extent
5.	incorporates and support promotion for staff/lecturer	4.38	.629	High Extent
6.	has a establish clear and precise path for work and job goals	4.41	.605	High Extent
7.	has a establish fair promotions for staff/lecturer	4.42	.636	High Extent
Overall		4.37	.574	High Extent

Legend: 1.0-1.49 (Very Low Extent); 1.50-2.49 (Low Extent); 2.50-3.49 (Moderate Extent); 3.50-4.49 (High Extent); 4.50-5.0 (Very High Extent)

Work engagement in an innovative school climate refers vaguely to the emotional and professional involvement of staff in their daily tasks and long-term goals within an institution that fosters creativity, adaptability, and growth. It encompasses how well school leaders equip their teams with the tools, direction, and support necessary for meaningful participation in educational innovation. This concept, although broad, centers on how inspired and empowered educators feel in fulfilling their roles.

Based on Table 16, the perception of respondents reveals a consistent level of work engagement within innovative school settings across several aspects. School leaders are perceived as providing adequate learning resources, clarifying expectations, and ensuring that responsibilities are shared fairly among departments. Teachers and staff believe that their contributions are acknowledged and valued through consistent recognition and that opportunities for advancement and professional growth are available.

Teachers perceive their leaders as highly attentive to providing necessary resources and tools, ensuring that staff have what they need to accomplish their responsibilities efficiently. Moreover, there is a clear emphasis on open communication, with leaders consistently sharing and clarifying job expectations and organizational goals to align everyone's efforts within the school setting.

This environment cultivates a strong sense of belonging and purpose, which fuels their commitment to both daily responsibilities and broader institutional goals. The most emphasized aspects point to the presence of fair systems for promotion and well-defined career paths. These elements suggest that when educators feel their efforts are rewarded and their futures are supported with clarity, they become more engaged and dedicated to their work.

The leadership practice of acknowledging successes and setting transparent expectations contributes significantly to a culture of trust and motivation. Despite the generally strong implementation, some practices may have varied slightly in strength due to subtle limitations.

For example, although materials and support are made available, occasional gaps in access or consistency may still occur, particularly during resource-intensive periods such as exams or special programs. Similarly, maintaining an equal distribution of workload can be challenging when unforeseen challenges arise, such as staff shortages or sudden changes in program schedules. Leaders who adopt this approach are proactive, inclusive, and motivational.

They take the time to understand the unique needs of their staff and encourage collaboration, professional growth, and recognition. They promote openness in communication, fairness in management decisions, and consistency in leadership support. Their presence sets a tone of encouragement, purpose, and mutual respect.

In Mauban, Quezon, school leaders who practice work engagement within an innovative climate are likely to ensure that their team members understand their goals and responsibilities. They value performance by providing feedback, encouraging excellence, and celebrating achievements. These leaders actively support promotions, career planning, and provide access to the tools and resources needed for educators to perform effectively. A specific activity that fosters work engagement is the "Teacher Recognition and Reflection Week." During this week, school leaders organize daily activities that celebrate teacher accomplishments, promote reflection, and strengthen a sense of purpose. For example, teachers present classroom success stories, share personal teaching journeys, or highlight innovative practices they've developed. Each day, they include themed activities such as peer appreciation letters, gratitude boards, or student-led thank-you messages that affirm the value of each teacher's work. Additionally, leaders arrange wellness sessions, team-building games, and inspirational talks, helping to renew teachers' enthusiasm and build stronger interpersonal connections. To sustain engagement beyond the event, school heads created "engagement circles"—small groups of teachers who meet regularly to support one another, exchange ideas, and maintain motivation throughout the school year.

In conclusion, work engagement in an innovative school climate thrives when leadership practices are inclusive, structured, and empowering. This finding is supported by more recent studies, such as those by Klassen et al. (2016), which emphasize that leadership practices have a significant influence on teachers' job satisfaction and engagement.

Finally, research by Kim and Koo (2017) found that supportive environments and fair promotional structures enhance employee engagement, especially in educational and public service settings. These confirm that leadership's role in creating an environment that fosters engagement is both crucial and transformative.

Table 17

Summary of Innovative School Climate

Innovative School Climate	Mean	SD	VI
Innovation Support	4.30	0.584	High Extent
Knowledge Sharing	4.32	0.598	High Extent
Knowledge Creation	4.40	0.595	High Extent
Work Engagement	4.37	0.574	High Extent
Overall	4.35	0.588	High Extent

Legend: 1.0-1.49 (Very Low Extent); 1.50-2.49 (Low Extent); 2.50-3.49 (Moderate Extent); 3.50-4.49 (High Extent); 4.50-5.0 (Very High Extent)

The findings on the level of Innovative School Climate in public elementary schools reveal that the school environment consistently fosters innovation-related practices to a high extent. Among the four dimensions assessed, Knowledge Creation emerged as the most notable aspect, reflecting that schools actively pursue the acquisition, generation, and sharing of new knowledge both internally and from external sources.

The results in Table 17 show that teachers perceive a high extent of innovative school climate, with the highest rating given to Knowledge Creation ($M = 4.40$). This indicates that teachers are actively generating new ideas and practices, such as designing new curricula or initiating interdisciplinary projects, fostering innovation in teaching and learning (Nonaka & Konno, 2021). Work Engagement ($M = 4.37$) ranked second, suggesting that teachers are highly committed and enthusiastic, often demonstrated by taking on leadership roles, participating in professional development, and showing passion for their work (Bakker, Demerouti, & Sanz-Vergel, 2020). Knowledge Sharing ($M = 4.32$) was also rated highly, reflecting strong collaboration through peer mentoring, team teaching, and sharing of best practices (Khalili, 2021). Lastly, Innovation Support ($M = 4.30$) still showed a high extent, highlighting that schools actively support innovation by providing resources, encouraging experimentation, and backing professional growth (Zhang & Sun, 2020). Overall, with a mean of 4.35, the findings suggest that the schools have created an environment that promotes continuous learning, collaboration, and innovation among teachers, supporting sustained educational improvement.

This suggests that leaders and staff place considerable importance on continuous learning and professional growth within their institutions, ensuring that innovative ideas are regularly introduced and utilized in practice.

Following closely, Work Engagement also registered at a high extent, indicating that school leaders successfully cultivate a work environment where teachers and staff are motivated, well-supported, and encouraged to take an active role in achieving organizational goals.

This atmosphere likely contributes to improved job satisfaction and organizational commitment, as supported by the studies of Aldabbas et al. (2021), which emphasized the importance of engagement in enhancing employee performance and institutional innovation.

Knowledge Sharing likewise received a high extent interpretation, signifying that opportunities for collaboration, open communication, and the dissemination of expertise are well-practiced in the schools surveyed. This aligns with the findings of Nguyen et al. (2021), who noted that knowledge-sharing cultures facilitate the creation of supportive and innovative workspaces. Lastly, Innovation Support was also perceived to a high extent, indicating that leadership initiatives provide sufficient resources, recognition, and encouragement for creative and improvement-oriented efforts. However, it trailed slightly behind the other dimensions.

This finding aligns with the work of Kasa and Hassan (2020), who emphasized the importance of institutional support in sustaining innovation practices within school settings.

Overall, the results suggest that the schools in this study successfully maintain an innovative climate through strong leadership practices and active involvement of their teaching staff in knowledge-based and engagement-driven initiatives, contributing to a dynamic and progressive educational environment.

Table 18

Relationship between the Level of Transformational Leadership and Innovative School Climate in Public Elementary Schools

Transformational Leadership	Innovative School Climate			
	Innovation Support	Knowledge Sharing	Knowledge Creation	Work Engagement
Approaches				
Charismatic	.747**	.750**	.696**	.748**
Affective	.772**	.765**	.742**	.763**
Inspirational	.822**	.820**	.785**	.849**
Empowerment	.829**	.839**	.804**	.838**
Practices				
Individualized Consideration	.840**	.860**	.829**	.845**
Idealized Influence	.804**	.823**	.792**	.831**
Intrinsic Motivation	.827**	.837**	.814**	.838**
Intellectual Stimulation	.830**	.836**	.812**	.864**

***Correlation is significant at the 0.01 level (2-tailed).*

**Correlation is significant at the 0.05 level (2-tailed).*

Verbal Interpretation of r-value: +1.0 Perfect positive +/- association +0.8 to +1.0 Very strong +/- association +0.6 to +0.8 Strong +/- association +0.4 to +0.6 Moderate +/- association +0.2 to +0.4 Weak +/- association 0.0 to +0.2 Very weak +/- or no association

Table 18 reveals the analysis of the relationship between transformational Leadership and innovative school climate in public elementary schools reveal a strong positive correlation across various dimensions, with the highest values found in the relationship between Empowerment leadership practices and Work Engagement ($r = 0.838$).

This suggests that empowering teachers and staff to take ownership of their work is a key to fostering an engaged and innovative school environment. Similarly, Inspirational leadership shows a notable influence on all aspects of innovative school climate, particularly in Work Engagement, supporting the idea that inspirational leadership behaviors, such as motivating and encouraging staff, significantly enhance staff dedication and commitment (Nguyen, Choi, & Tang, 2021). These results suggest that school leaders seeking to create an innovative school climate should prioritize empowerment, individualized attention to staff development, motivation building, and fostering a culture of critical thinking, rather than relying solely on charisma.

The strong associations suggest that these practices foster a supportive and proactive work culture, encouraging teachers to participate in innovation programs, engage with knowledge-sharing platforms, and pursue ongoing professional development.

This is particularly valuable in public elementary schools, where collaborative environments and adaptive practices are essential for addressing diverse student needs and dynamic educational challenges. Furthermore, practices such as Individualized Consideration and Intellectual Stimulation have a robust, positive relationship with all aspects of an innovative school climate, underscoring the importance of leaders addressing the individual needs of teachers and stimulating critical thinking and problem-solving.

These findings are consistent with previous studies, which suggest that transformational leadership behaviors are closely linked to the promotion of innovation and engagement in educational settings (Aydin & Kaya, 2019; Fauzan, Wekke, & Suparman, 2020). The findings from this study support the claim that transformational leadership, particularly through individualized consideration, intellectual stimulation, and empowerment, contributes significantly to enhancing innovation support, knowledge sharing, knowledge creation, and work engagement in schools.

This aligns with the assertions of previous research, such as the study by Nguyen, Choi, and Tang (2021), who found that transformational leadership positively influences organizational commitment and morale among school staff, and Aydin and Kaya (2019), who highlighted the strong association between leadership practices and innovation in educational settings.

The study highlights that transformational leadership is a powerful mechanism for promoting innovation in schools, particularly when leaders actively empower their staff, foster intrinsic motivation, and intellectually challenge them. While charisma remains beneficial, it should be complemented by practices that build organizational capacity and sustain innovation.

These insights align with the findings of Nguyen and Tang (2021) and Aydin and Kaya (2019), affirming that leadership focused on empowerment, motivation, and intellectual growth creates conditions that foster sustainable innovation within educational institutions.

In summary, the very strong positive relationships identified affirm the powerful influence of transformational leadership on shaping a progressive and adaptive school climate. These insights underscore the importance of school leaders adopting transformational behaviors and practices to lead schools effectively in dynamic, innovation-driven educational environments.

Table 19

Regression Analysis of Innovative School Climate

Dependent Variable:	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Transformational Leadership Approaches					
(Constant)	.586	.157		3.731	.000
Empowerment	.460	.077	.502	6.009	.000
Inspirational	.400	.082	.409	4.904	.000
R = .789; Adj. R ² = 78.7%					
F (2, 162) = 303.650; p <.01					
Transformational Leadership Practices					
(Constant)	.557	.138		4.035	.000
Individualized Consideration	.478	.068	.511	7.082	.000
Intellectual Simulation	.392	.067	.424	5.876	.000
R = .826; Adj. R ² = 82.3%					
F (2, 162) = 383.217; p <.01					

Table 19 findings reveal that the regression analysis indicates that both transformational leadership approaches and practices play a significant role in fostering an innovative school climate. Among the leadership approaches, empowerment stands out as the most influential, highlighting its crucial role in creating an environment where staff feel more engaged and motivated to contribute to innovation.

Inspirational leadership also plays a significant role, with leaders who effectively communicate a compelling vision and encourage staff to work toward shared goals. These approaches contribute strongly to the development of an innovative school climate.

Regarding leadership practices, individualized consideration and intellectual stimulation are key contributors to effective leadership. Leaders who take the time to address the individual needs of their staff and stimulate intellectual growth foster a culture of continuous learning and innovation. The analysis reveals that these practices are crucial in fostering an innovative climate by prioritizing staff development and promoting creativity.

The positive results suggest that transformational leadership, particularly empowerment and inspirational leadership, is essential for nurturing an innovative school climate. Empowering staff by giving them autonomy and decision-making power can lead to increased involvement in innovation initiatives. Inspirational leadership, on the other hand, inspires staff to embrace change and contribute to achieving the school's goals, thereby further enhancing the school's ability to innovate.

Additionally, practices such as individualized consideration and intellectual stimulation foster an environment where staff are encouraged to grow professionally and intellectually. This contributes to higher engagement, creativity, and willingness to adopt innovative practices. Leaders who demonstrate these qualities can build a collaborative, dynamic, and innovative school environment.

Specific activities that stand out and likely contribute to the high results in the regression analysis of transformational leadership and innovative school climate include:

For Empowerment, key activities involve collaborative decision-making, where teachers actively participate in shaping the school's direction, such as in curriculum planning and setting educational goals. This gives teachers a sense of ownership and responsibility for the school's progress. Another activity is assigning leadership roles to teachers, such as mentoring peers, leading professional development workshops, or managing school projects, which fosters a sense of empowerment and encourages professional growth.

For Inspirational Leadership, leaders often set a clear and motivating vision for the school, ensuring that teachers are inspired to align their work with shared goals. They also celebrate teachers' achievements through recognition programs and public acknowledgments, creating an environment where teachers are encouraged to strive for excellence, innovate, and take calculated risks in their teaching practices.

Regarding Individualized Consideration, activities like personalized professional development cater to teachers' unique needs and aspirations. This may include one-on-one coaching or mentoring, helping teachers grow in ways that align with their personal goals. Additionally, supporting teachers' personal well-being and work-life balance by providing flexible schedules and mental health resources guarantees their overall growth and devotion to the school.

Finally, Intellectual Stimulation flourishes through engaging activities that allow for creative pedagogy, such as providing teachers with the tools and support to try new approaches or technology within the classroom. Regular problem-solving discussions also enable teachers to collaborate and exchange ideas on how to overcome challenges, fostering a culture where innovation is valued and continually sought out. Such activities contribute to the development of a supportive, dynamic, and innovative school climate, where both teachers and students can thrive. Regression analysis suggests that these leadership practices play a crucial role in cultivating a climate that promotes creativity, knowledge sharing, and ongoing professional development.

The findings underscore the crucial role that transformational leadership plays in fostering an innovative school climate. Leadership styles such as empowerment and inspirational leadership are essential for inspiring staff to adopt innovative practices. Similarly, leadership behaviors such as individualized consideration and intellectual stimulation help foster a culture of ongoing professional development and innovation.

These results corroborate previous studies that highlight the significance of transformational leadership in driving innovation within schools. School leaders who implement these strategies are likely to establish a culture of creativity, teamwork, and ongoing improvement. This finding is consistent with Nguyen, Choi, and Tang (2021), who highlighted that transformational leadership enhances staff engagement and organizational commitment, thereby promoting a positive and innovative school culture.

In the same vein, Aydin and Kaya (2019) noted that leadership behaviors like individualized consideration and intellectual stimulation are crucial in fostering a creativity and professional development culture that directly resonates with the implications of this study.

These studies reaffirmed the belief that transformational leadership, if well realized, is central in developing an innovative school climate.

In total, the regression analysis validated that transformational leadership, particularly through empowerment, inspiration, individualized consideration, and intellectual stimulation, plays a key role in fostering innovative, engaged, and adaptive school communities.

Conclusions:

The study demonstrates that transformational leadership is crucial in fostering an innovative school climate in Mauban, Quezon's public elementary schools. Teachers employ leadership styles such as charismatic, affective, inspirational, and empowering leadership to foster strong connections and motivate students and colleagues. These leadership practices help create a positive and growth-oriented learning environment.

The study also finds that an innovative school climate is present, with teachers engaging in knowledge sharing, creativity, and collaboration. A strong positive relationship exists between transformational leadership and an innovative school climate.

The analysis reveals that leadership approaches, such as Empowerment and Inspirational Leadership, account for a significant portion of the variation in school climate. Individualized Consideration and Intellectual Stimulation also contribute to the growth and innovation in the school setting.

Overall, the study rejects the hypothesis that there is no significant relationship between transformational leadership and innovation in the school climate. Instead, it demonstrates that transformational leadership plays a crucial role in fostering innovation in schools.

Recommendations:

Based on the conclusions drawn, the following are the researchers' recommendations.

1. School administrators may provide professional development programs focused on charismatic, affective, inspirational, and empowering leadership to strengthen teachers' leadership skills further and enhance Transformational Leadership Training.
2. Schools may encourage teachers to engage in knowledge sharing, knowledge creation, and collaboration to sustain a highly innovative school climate through promoting a Culture of Innovation.
3. Educational leaders may implement mentorship programs and critical thinking activities that enhance personalized support and intellectual growth among teachers and students and fosters Support Individualized Consideration and Intellectual Stimulation.
4. Schools may involve teachers in policy-making and leadership roles, fostering a sense of ownership and responsibility for school improvement and empower Teachers in Decision-Making.
5. Schools may develop recognition programs, incentives, and career growth opportunities to maintain high levels of teacher engagement, motivation and sustain work engagement.

6. Further Research on Transformational Leadership for the future studies may explore additional leadership factors that may further enhance innovative school climates in different educational settings.

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