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## TRANSFORMATIONAL AND TRANSACTIONAL ACADEMIC LEADERSHIP FOR TEACHING EFFECTIVENESS

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### ABSTRACT :

This study examined the transformational and transactional academic leadership style for teachers' teaching effectiveness. The researcher employed the *explanatory sequential mixed approach* and the quantitative research design. The researcher utilized a survey questionnaire and employed Key Informant Interview (KII) to gather issues the challenges arising in the qualities of transformational academic leadership of teachers and the transactional academic leadership style. A *simple random sampling* was employed in the selection of the respondents. There was a significant relationship between transformational academic leadership style and teaching effectiveness in terms of quality learning opportunities, teachers' subject matter knowledge, and classroom management, as well as between transactional leadership and the dimensions used with transformational leadership. Further, a strong positive correlation was evident with all the dimensions of teaching effectiveness. On the transactional leadership styles, the dimensions were positively linked to teaching effectiveness. Their proactive nature highlights the importance of direct engagement and feedback in fostering high-quality learning environments, improving subject matter expertise, and maintaining effective classroom management. Based on the results and findings, transformational leaders foster positive interactions and promote a nurturing learning environment. They reinforce the effectiveness of teachers in doing their job, reinforcing trust and open communication. They also manifest the ability to inspire and encourage students in shaping their academic path and personal development.

### INTRODUCTION

Teachers are flexible individuals who can perform multiple tasks at school. They do not only teach but they assist in shaping the school, learners, and the community in general. In like manner, they are the source of motivation for students to make an extra mile in their quest for higher learning.

To corroborate the preceding fact, informational leadership is characterized by leaders who inspire and motivate their followers to exceed expectations and reach their full potential (Anderson, 2017; Long et al., 2014). These leaders often emphasize their vision in their respective fields. On the contrary, transactional leadership focuses on maintaining systems, clarifying expectations, and providing rewards or consequences based on performance. This type of leader primarily engages in contingent exchanges with individuals to ensure compliance and meet the organizational goals (Khan, 2017).

Equally important, numerous studies have explored the effects of academic leadership on student achievement, and there remains a need to delve deeper into the specific impact of transformational and transactional leadership on teachers (Jung, 2001; Judge & Piccolo, 2004). Looking at how these leadership styles manifest among teachers and their subsequent outcomes is essential for developing effective leadership practices in educational contexts. In addition, this will provide a wider perspective on the effectiveness of teachers as transformational image in toward their students (Nguni et al., 2006).

Existing studies often focused on general association between these leadership styles and outcomes, the research gap without considering the transformational leadership styles, aside from that, studies conducted were on the contexts of the school leaders (Berkovich & Hassan, 2023; Hoque & Raya, 2023; Freeman & Fields, 2023; Noori et al., 2023). Though there were related studies for teachers, however, these were explored separately. For example, Kareem et al., (2023) bounded their study on transformational leadership only and never taken into the transformational styles of teachers.

This study has a bigger picture to play in the educational milieu. It has its practical implications for educational leaders, administrators, and policy makers. Results can inform the development of training programs and strategies that enhance teachers' effectiveness that will benefit their students' learning and achievement.

### Research Questions

This study aims to determine the relationship between transformational and transactional academic leadership styles and the teaching effectiveness of elementary teachers. Specifically, it answers the following questions:

1. What is the level of transformational academic leadership style of teachers in terms of idealized attributes, idealized behaviors, inspirational motivation, intellectual stimulation, and individual consideration?
2. What is the level of transactional academic leadership style of teachers in terms of contingent reward, active management by exception, and passive management by exception?
3. What is the level of teaching effectiveness of teachers in terms of high-quality learning opportunities, teachers' subject matter knowledge, and classroom management?
4. Is there a significant relationship between the transformational academic leadership style and teaching effectiveness?
5. Does transformational academic leadership style have a significant influence on teaching effectiveness?
6. Is there a significant relationship between the transactional academic leadership style and teaching effectiveness?
7. Does transactional academic leadership style have a significant influence on teaching effectiveness?

## METHODOLOGY

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

### Research Design

The researcher employs the *explanatory sequential mixed approach*, in which the researcher first does quantitative research, analyzes the findings, the data will be taken through the questionnaire. The level of their responses on the variables will be treated using statistics. Hence, the test of the hypothesis will be integral in understanding the occurrence of the phenomenon.

On the contrary, to explain the different dimensions of the study, a qualitative interview will be undertaken. This will be done to explain their experiences as teachers relative to the variables. It is deemed explanatory since the qualitative data explains the original quantitative data findings. Because the first quantitative phase is followed by the qualitative phase, it is termed sequential. This approach is common in disciplines with a strong quantitative emphasis (therefore the project starts with quantitative research), but it offers issues in identifying the quantitative findings to further investigate as well as uneven sample numbers for each thematic analysis phase of the investigation (Creswell, 2011).

*Qualitative Method.* The researcher employed Key Informant Interview (KII) to gather issues the challenges arising in the qualities of transformational academic leadership of teachers and the transactional academic leadership style, How do teachers cope with the challenges in fulfilling their transformational and transactional academic leadership styles and What training can be proposed based on the results of the study (Creswell & Plano Clark, 2011). This approach focuses on experiences and processes, with a strong emphasis on context. It is exploratory in nature and can be used when attempting to identify themes or concepts. The distribution of the study's instrument and the K - Informants interview will be interpreted as additional concrete information based on the triangulation fact-finding results.

### Research Participants

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

SDOs	Population Size	Sampling Size
Kidapawan City Division	125	50
Tacurong City Division	150	60
Cotabato Division	200	80
Sultan Kudarat Division	220	88
Total	695	278
Kidapawan City Division	125	50

### Research Instrument

The researcher will utilize both quantitative and qualitative instruments. For the first phase, in identifying teachers transformative and transactional academic leadership styles, the studies of Bass and Avolio (1995) and Podakoff et al. (1996). To extract the themes, an interview guide questions will be used. More so, in order to gauge the responses of the responses, the scale will be utilized.

**Cronbach Alpha** will be used to analyze the internal consistency of the items as well as the constructed instrument. In this study, the researcher will be able to know the validity and reliability of the statements in each dimension (Christmann & Van Aelst, 2006).

### Data Analysis

The researcher will use the following in the analysis of the data of the individual heads, teachers and learners involve in the study.

**Weighted Mean.** This will be used to determine the level of the responses of the respondents. It will determine how the respondents viewed transformational and transactional academic leadership styles (Te, 2017).

**Pearson Product Moment Correlation/Spearman Rho.** To effectively seek the relationship of transformational academic leadership style with transactional leadership academic style of teachers (Prion & Haerling, 2014).

**Multiple Linear Regression Analysis.** This will used to test the influence of transformational academic leadership style with transactional leadership academic style of teachers (Stolzenberg, 2004).

**Thematic Analysis.** This will used in interpreting the qualitative data. Emergent themes will be identified through the transcripts (Terry et al., 2017).

## RESULTS AND DISCUSSIONS

### Part 1: Transformational Academic Leadership Style in teaching effectiveness

1. What is the level of transformational academic leadership style of teachers in terms of idealized attributes, idealized behaviors, inspirational motivation, intellectual stimulation, and individual consideration?

#### Transformational Academic Leadership Style

##### Idealized Attributes

The findings showed that teachers were demonstrating integrity and ethical behavior as a role model for students and committing high standards and values that students can look up to with a 4.72 and 4.42 weighted mean respectively indicating that the teachers manifest the expected competence to a very high extent. This suggests that teachers in the study consistently uphold strong ethical principles, serving as exemplary figures for their students.

### **Idealized Behaviors**

The result illustrates that the level of transformational academic leadership style of teachers in terms of idealized behaviors that offers valuable insight into how teachers demonstrate behaviors that inspire and uplift students, with a 4.33 weighted mean score describing a highly manifested quality of competence. The indicators reflect the various ways educators foster positive interactions and promote a nurturing learning environment, each receiving high ratings that reinforce their effectiveness.

They also show genuine care and empathy toward students, fostering a supportive learning environment with a mean score of 4.35 highlighting a profound impact that they prioritize emotional support and student well-being. This suggests that educators in the study are perceived as compassionate figures who create meaningful connections with students.

### **Inspirational Motivation**

The table indicates that it has a weighted mean score of 4.28, signifying a very high manifestation of the expected leadership teachers must have. This means that they could maximize their way of inspiring and motivating their students. The indicators highlight how teachers encourage students to strive for success, set high goals, think critically, and push beyond their perceived limitations. This suggests that teachers play a pivotal role in guiding students toward a meaningful educational journey by helping them understand the relevance and significance of learning.

The results emphasize the profound impact of inspirational motivation in education. Teachers who adopt this leadership style cultivate a learning environment where students feel empowered to challenge themselves, aspire to higher goals, and engage in purposeful learning.

### **Intellectual Stimulation**

The table presented the level of transformational academic leadership style of teachers in terms of intellectual stimulation, which had a weighted mean of 4.12 described as high. This means that the teachers provide focused assessment of how educators challenge students to think critically, expand their learning beyond standard curricula, and develop innovative solutions to academic and real-world challenges. The results indicate a consistently high level of intellectual stimulation across all indicators.

The findings emphasize that transformational leadership within the classroom plays a vital role in stimulating intellectual engagement. When teachers actively challenge students to think critically, explore beyond the curriculum, and innovate, they cultivate an environment that fosters independent thinking and lifelong learning.

### **Individual Consideration**

The table describes the level of transformational academic leadership style of teachers in terms of individual consideration. This factor of transformational leadership was highly manifested by teachers having a 4.29 mean score. This means that they provide personalized support and guidance to students. The highlighted indicators emphasized the importance of recognizing individual strengths, actively listening to student concerns, and fostering meaningful connections through effective communication.

The indicators remind the crucial role of individual consideration in transformational academic leadership. Teachers who engage in personalized mentorship foster a learning environment where students feel heard, valued, and supported in their academic journey. The observations imply that educators prioritize individual consideration, students are more likely to develop confidence in their abilities, perform better academically, and engage more actively in their learning process. Personalization in teaching also allows students to maximize their potential by receiving guidance tailored to their strengths and challenges.

2. What is the level of transactional academic leadership style of teachers in terms of contingent reward, active management by exception, and passive management by exception?

### **Contingent Reward**

The data pertaining to the level of transactional academic leadership style of teachers in terms of contingent reward had a weighted mean of 4.25 indicating high level. This was examined how educators utilize reward-based strategies to enhance student motivation and performance. The indicators reflect the effectiveness of transactional leadership in establishing clear expectations, recognizing student achievements, and reinforcing the connection between effort and success.

With a weighted mean of 4.25, the findings underscore the use of contingent rewards on student motivation and academic performance. Transactional leadership strategies encourage students to work toward clearly defined goals, reinforcing the idea that effort leads to success. This implies that effective teaching in the classroom is vital.

### **Active Management by Exception**

The table presented that teachers' transactional academic leadership style with a weighted mean of 4.29, indicating that the indicators are exhibited to a high level. In terms of active management by exception with how educators monitor, regulate, and guide students to meet academic standards through structured interventions, the indicators reflect teachers' ability to uphold performance expectations, provide corrective actions, and maintain consistency in academic requirements.

Consistent academic standards and interventions were done as needed, and guided students on how to allocate their academic efforts and resources effectively. These results indicate that teachers play a crucial role in helping students recognize academic expectations, offering guidance on improvement, and ensuring structured support to address gaps in performance.

### **Passive Management by Exception**

The results showed that all indicators were moderately manifested and observed. This includes allowing students to resolve academic issues

except when they ask for assistance (2.73 weighted mean), which suggests that teachers strongly encourage independent learning for students to manage their difficulties. Similarly, addressing academic issues when students request immediate attention (2.69) and providing help to students on academic challenges until they request assistance (2.65) to reinforce the idea that educators primarily wait for students to initiate support rather than proactively guiding them. The result indicate that teachers recognize moments when students do not require intervention and allow them to take control of their learning.

### High-Quality Learning Opportunities

The table presented the level of teaching effectiveness of teachers in terms of high-quality learning opportunities. The indicators assess key aspects of instructional quality, including feedback, adaptability, and clarity in teaching. Provision of learning opportunities for constructive feedback with a mean score of 4.21 highlights a very effective student learning. When teachers provide timely and meaningful feedback, students gain a clearer understanding of their progress and areas for improvement, enhancing their learning experience.

Effective teachers ensure good student outcomes through high-quality learning. As teachers use all the elements of high-quality teaching to create personalized and relevant learning opportunities, they ensure excellent student outcomes. It includes scaffolding, Using effective instruction, and using assessment for learning effectively. The teaching skills to bring out the best in a student thus increasing the school's effectiveness.

### Subject Matter Knowledge

The table presented the level of teaching effectiveness of teachers in terms of teachers' subject matter knowledge (Table 8) evaluates how educators apply their expertise in delivering lessons and facilitating student learning. The indicators focus on the ability of teachers to engage students with meaningful instruction, demonstrate enthusiasm, and adapt content based on learning needs.

As indicated by the weighted mean (4.11), this factor on effective teaching imply that teachers possess strong subject matter knowledge and instructional competence, contributing to a high-quality educational experience for students. This implies further that teachers with deep subject mastery can present concepts more clearly, making learning engaging and interactive. Moreover, when educators bring enthusiasm into their teaching, students become more motivated and interested in the subject.

### Classroom Management

The table presented the level of teaching effectiveness of teachers in terms of classroom management with a score of 4.21 weighted mean described as highly effective. Particularly, classroom management highlight the essential practices that educators implement to foster an orderly, engaging, and respectful learning environment. The indicators assess various aspects of classroom management, including maintaining student focus, addressing misbehavior, building strong relationships, creating a positive atmosphere, and enforcing rules.

The indicators included were creating a positive and purposeful learning environment to improve student well-being and achievement (4.31), keeping students focused in classroom activities with a positive attitude in dealing with them (4.24), and keeping students focused in classroom activities with a positive attitude in dealing with them (4.24). The scenario suggests that teachers play a crucial role in shaping a supportive atmosphere where students feel motivated, safe, and encouraged to excel academically.

The descriptions of indicators for classroom management imply that these effectively enhance student engagement, minimize disruptions, and promote respect and inclusivity. Usually, effective classroom management strengthens both student behavior and academic outcomes, paving the way for successful teaching and learning situations.

### 3. Is there a significant relationship between the transformational academic leadership style and teaching effectiveness?

#### Significant Relationship between the Transformational Academic Leadership Style and Teaching Effectiveness

The correlation matrix in discloses the relationship between transformational academic leadership style and teaching effectiveness. This aspect presents the statistical relationship between different dimensions of transformational leadership and three key aspects of teaching effectiveness, particularly quality learning opportunities, teachers' subject matter knowledge, and classroom management.

The Pearson correlation coefficient was used to measure the strength and direction of the relationship. Each transformational leadership dimension, idealized attributes, idealized behaviors, inspirational motivation, intellectual stimulation, and individual consideration, exhibits a significant positive correlation with teaching effectiveness indicators.

Idealized attributes showed correlations with quality learning opportunities ( $r = 0.49^{**}$  with  $p = 0.000$ ), teacher's subject matter knowledge ( $r = 0.37^{**}$  with  $p = 0.000$ ), classroom management ( $r = 0.47^{**}$  with  $p = 0.000$ ). The results suggest a weak ( $r = 0.37$ ) to moderate ( $r = 0.47^{**}$  and ( $r = 0.49^{**}$ ) correlation between the idealized attributes with quality learning opportunities which means that teachers who demonstrate ethical and role-model behavior are positively associated with students' learning experiences and classroom atmosphere, though their association with subject matter knowledge is comparatively lower. This means further that with the derived probability values, the hypothesis stated for this part study was rejected.

Further analysis indicates that idealized behaviors demonstrated stronger correlations with classroom management ( $r = 0.74^{**}$  with  $p = 0.000$ ), teachers' subject matter knowledge ( $r = 0.61^{**}$  with  $p = 0.000$ ), and quality learning opportunities ( $r = 0.56^{**}$  with  $p = 0.000$ ). The results imply that teachers who display authentic and engaging leadership behaviors significantly enhance classroom management and contribute meaningfully to academic instruction.

Inspirational motivation exhibited strong relationships with classroom management ( $r = 0.75^{**}$  with  $p = 0.000$ ), teachers' subject matter knowledge ( $r = 0.68^{**}$  with  $p = 0.000$ ), and quality learning opportunities ( $r = 0.55^{**}$  with  $p = 0.000$ ). This result signifies that educators who motivate students and instill a sense of purpose are particularly effective in maintaining classroom discipline and delivering subject matter knowledge effectively.

Intellectual stimulation was highly correlated with classroom management ( $r = 0.65^{**}$  with  $p = 0.000$ ), teachers' subject matter knowledge ( $r = 0.60^{**}$  with  $p = 0.000$ ), and quality learning opportunities ( $r = 0.54^{**}$  with  $p = 0.000$ ). The data show that teachers who encourage deep thinking and problem-

solving create more structured classrooms and deliver subject material in a way that enhances student learning. The observation in this aspect confirms the statement of Chang (2023) that leaders can create a positive and supportive environment that fosters growth, innovation, and collaboration among faculty, students, and other stakeholders in the educational environment.

Individual consideration showed moderate to strong correlations with classroom management ( $r = 0.56^{**}$  with 0.000), quality learning opportunities ( $r = 0.55^{**}$  with 0.000) and teacher's subject matter knowledge ( $r = 0.50^{**}$  with 0.000). This reinforces the idea that personalized guidance strengthens classroom management, learning engagement, and subject instruction. The results suggest that transformational academic leadership plays a vital role in enhancing teaching effectiveness.

**Table 14.** Correlation Matrix Showing the relationship between the transformational academic leadership style and teaching effectiveness

Transformational Academic Leadership Style		Quality Learning Opportunities	Teacher's Subject Matter Knowledge	Classroom Management
Idealized Attributes	Pearson r	<b>0.49<sup>**</sup></b>	<b>0.37<sup>**</sup></b>	<b>0.47<sup>**</sup></b>
	Probability	0.00	0.00	0.00
	N	287	287	287
Idealized Behaviors	Pearson r	<b>0.56<sup>**</sup></b>	<b>0.61<sup>**</sup></b>	<b>0.74<sup>**</sup></b>
	Probability	0.00	0.00	0.00
	N	287	287	287
Inspirational Motivation	Pearson r	<b>0.55<sup>**</sup></b>	<b>0.68<sup>**</sup></b>	<b>0.75<sup>**</sup></b>
	Probability	0.00	0.00	0.00
	N	287	287	287
Intellectual Stimulation	Pearson r	<b>0.54<sup>**</sup></b>	<b>0.60<sup>**</sup></b>	<b>0.65<sup>**</sup></b>
	Probability	0.00	0.00	0.00
	N	287	287	287
Individual Consideration	Pearson r	<b>0.55<sup>**</sup></b>	<b>0.50<sup>**</sup></b>	<b>0.56<sup>**</sup></b>
	Probability	0.00	0.00	0.00
	N	287	287	287

**\*\* = highly significant**

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

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

4. Does transformational academic leadership style have a significant influence on teaching effectiveness?

#### Significant Influence of Transformational Academic Leadership Style on Teaching Effectiveness

##### Transformational Academic Leadership Style on Quality Learning Opportunities

The table showed the data to depict the overall effect of the transformational academic leadership style on teaching effectiveness, which manifested significant influence on quality learning opportunities (F-value = 42.110<sup>\*\*</sup> with probability value = 0.000). The probability value is less than the set level of significance. Therefore, the stated hypothesis in this aspect of the study is rejected.

**Table 15.** Influence of transformational academic leadership style on teaching effectiveness in terms of Quality Learning Opportunities

	Coef. B	Std. Error	t – value	Probability
(Constant)	0.77	0.24	3.19	0.00
Idealized Attributes	0.13	0.04	3.29	<b>0.00<sup>**</sup></b>
Idealized Behaviors	0.17	0.08	2.24	<b>0.03<sup>*</sup></b>
Inspirational Motivation	0.11	0.08	1.33	<b>0.18<sup>ns</sup></b>
Intellectual Stimulation	0.16	0.07	2.22	<b>0.03<sup>*</sup></b>
Individual Consideration	0.22	0.07	3.04	<b>0.00<sup>**</sup></b>

$R^2 = 0.428$  **\*\* = highly significant**

Probability = 0.000 **\*** = significant

F – Value = 42.110 ns = not significant

##### Transformational Academic Leadership Style on Teachers' Knowledge of the Subject Matter

The table presented the combined influence of the dimensions of transformational academic leadership style on teaching effectiveness

manifested a significant influence in terms of teachers' knowledge on the subject matter ( $F - F\text{-Value} = 56.650^{**}$  with a probability value = 0.000). The probability value is less than the 1% set level of significance. Thus, the stated hypothesis in this aspect of study is rejected.

With the regression coefficient ( $R^2$ ) value of 0.502, the model illustrates a value of 52.20% of the variance in teaching effectiveness related to teaching manifests a significant influence in terms of teachers' knowledge on the subject matter, indicating a moderate predictive strength. Therefore, the remaining 47.80% is attributed to other factors not included in the study.

**Table 16** Influence of transformational academic leadership style on teaching effectiveness in terms of teachers' subject Matter Knowledge

	Coef. B	Std. Error	t – value	Probability
(Constant)	0.34	0.25	1.38	0.17
Idealized Attributes	-0.01	0.04	-0.28	0.78 <sup>ns</sup>
Idealized Behaviors	0.18	0.08	2.37	0.02*
Inspirational Motivation	0.45	0.08	5.53	0.00**
Intellectual Stimulation	0.21	0.07	2.79	0.01**
Individual Consideration	0.06	0.07	0.77	0.44 <sup>ns</sup>

$R^2 = 0.502$  \*\* = highly significant

Probability = 0.000 \* = significant

$F - \text{Value} = 56.650$  ns = not significant

#### Transformational Academic Leadership Style on Teaching Effectiveness in terms of Classroom Management

Table 17 presents the combined influence of the dimensions of transformational academic leadership style on teaching effectiveness manifested a significant influence in terms of teachers' knowledge on the subject matter ( $F\text{-Value} = 56.650^{**}$  with a probability value = 0.000). The probability value is less than the 1% set level of significance. Thus, the stated hypothesis in this aspect of the study is rejected. As to the regression coefficient ( $R^2$ ) value of 0.502, the model illustrates a value of 52.20% of the variance in teaching effectiveness related to teaching manifests a significant influence in terms of teachers' knowledge on the subject matter, indicating a moderate predictive strength. Furthermore, the regression coefficient value of 0.643\*\* means that the teachers integrate the strategies that promote motivation and active participation, reinforcing a structured and disciplined atmosphere.

**Table 17.** Influence of transformational academic leadership style on teaching effectiveness in terms of Classroom Management

	Coef. B	Std. Error	t – value	Probability
<b>Transformational Academic Leadership Style</b>	0.18	0.20	0.92	0.36
(Constant)				
Idealized Attributes	0.04	0.03	1.11	0.27 <sup>ns</sup>
Idealized Behaviors	0.36	0.06	5.80	0.00**
Inspirational Motivation	0.38	0.06	5.95	0.00**
Intellectual Stimulation	0.13	0.06	2.18	0.03*
Individual Consideration	0.03	0.06	0.54	0.59 <sup>ns</sup>

$R^2 = 0.643$  \*\* = highly significant

Probability = 0.000 \* = significant

$F - \text{Value} = 101.164$  ns = not significant

5. Is there a significant relationship between the transactional academic leadership style and teaching effectiveness?

#### Significant Relationship Between the Transactional Academic Leadership Style and Teaching Effectiveness

#### Transactional Academic Leadership Style and Teaching Effectiveness

The same table shows the data illustrating the significant relationship between the transactional leadership approach, with contingent reward, and the active management by exception, which has a highly significant relationship with teaching effectiveness. However, passive management by exception exhibits weak and non-significant correlations. Specifically, contingent reward had moderately strong correlations across all teaching effectiveness aspects, such as quality learning opportunities ( $r = 0.56^{**}$  with  $p=0.00$ ), teachers' subject matter knowledge ( $r = 0.52^{**}$  with  $p=0.00$ ), and classroom management ( $r = 0.54^{**}$  with  $p=0.00$ ). As observed, the probability values are significantly less than the set 0.01 level of significance. Hence, the stated hypothesis for this part of the study is rejected.

**Table 18.** Correlation Matrix Showing the relationship between the transactional academic leadership style and teaching effectiveness

Transactional Academic Leadership Style	High-Quality Learning Opportunities	Teacher's Subject Matter Knowledge	Classroom Management
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	Pearson r	<b>0.56**</b>	<b>0.52**</b>	<b>0.54**</b>
<b>Contingent Reward</b>	Probability	0.00	0.00	0.00
	N	287	287	287
	Pearson r	<b>0.54**</b>	<b>0.48**</b>	<b>0.55**</b>
<b>Active Management by Exception</b>	Probability	0.00	0.00	0.00
	N	287	287	287
	Pearson r	0.08 <sup>ns</sup>	0.07 <sup>ns</sup>	0.05 <sup>ns</sup>
<b>Passive Management by Exception</b>	Probability	0.20	0.26	0.38
	N	287	287	287

\*\* = highly significant

ns = not significant

#### 6. Does transactional academic leadership style have a significant influence on teaching effectiveness?

##### **Influence of Transactional Academic Leadership Style and Teaching Effectiveness**

The table illustrates the combined impact of transactional academic leadership styles on teaching effectiveness, revealing a significant influence on providing quality learning opportunities. This assessment employed regression analysis to evaluate how various dimensions of transactional leadership contribute to teaching effectiveness.

Moreover, the  $R^2$  value of 0.371 of the study explains that 37.1% of the variance in teaching effectiveness is related to high-quality learning opportunities. The remaining percentage (62.90%) indicates a moderate predictive strength. The F-value of 55.752\*\* with  $p=0.00$  confirms the overall statistical significance of the model.

Contingent reward ( $t=6.08$ \*\* with  $p = 0.00$ ) and active management by exception ( $t=6.08$ \*\* with  $p = 0.00$ ) emerged as highly significant predictors. This suggests that teachers who utilize recognition, incentives, and structured rewards enhance the quality of learning experiences, motivating students to engage and perform academically. indicates that teachers who closely monitor student performance and provide timely interventions create structured and effective learning environments.

The results highlight that reward-based strategies and proactive classroom management significantly enhance teaching effectiveness. Educators who actively engage with students through structured incentives and direct interventions foster better learning outcomes. Conversely, a passive approach does not contribute to effective learning.

Schools may implement recognition programs to encourage student motivation and high performance. Teachers must regularly assess student progress and intervene to ensure optimal learning conditions

#### CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

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

#### **Summary of Findings**

This study dealt with the transformational academic leadership style of teachers was assessed using the factors, including idealized attributes, idealized behaviors, inspirational motivation, intellectual stimulation, and individual consideration. The researcher employed the *explanatory sequential mixed approach*, in which the researcher first did quantitative research, analyzed the findings, the collected data through the questionnaire.

The researcher employed Key Informant Interview (KII) to gather issues the challenges arising in the qualities of transformational academic leadership of teachers and the transactional academic leadership style. A *simple random sampling* was employed in the selection of the respondents.

There was a significant relationship between transformational academic leadership style and teaching effectiveness in terms of quality learning opportunities, teachers' subject matter knowledge, and classroom management, as well as between transactional leadership and the dimensions used with transformational leadership. Further, a strong positive correlation was evident with all the dimensions of teaching effectiveness.

On the Transactional leadership styles, the dimensions such as Contingent Reward and Active Management by Exception were positively linked to teaching effectiveness. Their proactive nature highlights the importance of direct engagement and feedback in fostering high-quality learning environments, improving subject matter expertise, and maintaining effective classroom management.

However, the lack of significance in Passive Management by Exception underscores the limitations of reactive leadership approaches in achieving these goals. Individual consideration and idealized attributes have the strongest influence, highlighting their importance in fostering high-quality learning.

On the other hand, the transformational and transactional leadership styles showed a significant influence on teachers' instructional effectiveness.

#### **Conclusions**

Based on the results and findings, these conclusions are drawn.

1. Transformational leaders foster positive interactions and promote a nurturing learning environment. They reinforce the effectiveness of teachers in doing their job, reinforcing trust and open communication. They also manifest the ability to inspire and encourage students in shaping their academic path and personal development.

2. Transactional leadership is a powerful tool for driving teacher and student engagement, fostering discipline, and instilling a result-oriented mindset. It can also be concluded that recognizing and rewarding teachers for their performance is a consistent and impactful driver of teaching effectiveness.

The highly significant correlations between transformational leadership indicate that leaders who proactively monitor and address issues improve teaching outcomes and contribute meaningfully to enhance teaching effectiveness. Moreover, teachers play a crucial role in helping students recognize academic expectations, offering guidance on improvement, and ensuring structured support to address performance gaps.

### Recommendations

**Based on the conclusions drawn, here are recommendations to enhance teaching effectiveness through leadership styles:**

1. Training for leaders can be conducted to foster trust and open communication within academic environments. Teachers can be encouraged to inspire and motivate students and teachers to create a nurturing and positive learning culture and focus on individual consideration and intellectual stimulation to address diverse needs and promote both academic and personal growth.
2. Develop structured reward systems that recognize and incentivize teachers' performance. Rewards should align with quality teaching and student outcomes. This encourages active management by monitoring progress proactively and addressing issues before they escalate. This will enhance discipline and engagement among teachers and students. Teachers may consider integrating strategies that encourage students to reflect on their learning processes, thereby fostering critical thinking skills. Teachers may also tailor lessons to suit diverse learning styles and needs, ensuring inclusivity and improving overall student outcomes.

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