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Assessing the Transformational Leadership Skills: Teachers' and Learners' Perspective

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ABSTRACT

This study assessed the transformational leadership skills of public elementary school teachers in Dumanjug District II, Cebu, during the school year 2025–2026 and examined their relationship with learners' academic performance as a basis for developing an action plan. Employing a quantitative descriptive-correlational approach, the study involved 80 randomly selected teachers and 800 learners from 13 public elementary schools. Data were gathered using adapted five-point Likert-scale questionnaires and learners' Mean Percentage Scores (MPS) from school records. Percentages, weighted means, and Pearson correlation were used for analysis. Results revealed that transformational leadership skills were rated High by teachers (4.17) and Very High by learners (4.23). Integrity emerged as a major strength, while inspirational motivation and developing others received comparatively lower ratings. Academic performance was predominantly Satisfactory (49%) and Very Satisfactory (35%). Significant positive relationships were identified among several leadership dimensions, particularly demonstrating innovation and inspirational motivation (r = .765). Integrity showed the strongest positive correlation with academic performance (r = .522), followed by supporting others (r = .383). These findings indicate that selected transformational leadership competencies are significantly associated with learners' academic achievement. Targeted professional development, mentoring, and collaborative leadership activities are recommended to strengthen identified competencies. The study's geographic scope and correlational design limit generalizability and causal interpretation. Nevertheless, the findings provide localized empirical evidence to guide leadership enhancement initiatives, institutional decision-making, and school improvement planning.

Keywords: *Academic Performance, Elementary Teachers, Leadership Development, Mean Percentage Scores, Teacher Perceptions, Transformational Leadership*

1. INTRODUCTION

Teachers' transformational leadership skills play an important role in improving instructional quality, promoting learners' academic achievement, and supporting their holistic development. Transformational leadership enables teachers to inspire, motivate, and empower learners to achieve beyond expected performance levels (Alzoraiki et al., 2023) through encouragement, guidance, and support (Caharian & Cabanlit, 2024). Alzoraiki et al. (2023) emphasized that transformational leadership contributes to teacher effectiveness by promoting positive educational experiences and meaningful learning. In the Philippine educational context, DepEd Order No. 42, s. 2017 established the Philippine Professional Standards for Teachers (PPST) to strengthen teacher competence and professional development. However, the Programme for International Student Assessment (PISA) 2022 results indicated that Filipino learners continued to demonstrate low performance in mathematics, reading, and science, consistent with the country's challenges in PISA 2018 (OECD, 2023). These concerns highlight the importance of examining instructional and leadership practices that may contribute to improved learning outcomes. This study assessed the transformational leadership skills of public elementary school teachers in Dumanjug District II, Cebu, during the school year 2025–2026, considering both teachers' and learners' perspectives. It examined seven leadership dimensions: integrity, sensible risk, encourages innovation, demonstrates innovation, inspirational motivation, develops others, and supports others. It also investigated their relationships with learners' academic performance to provide a basis for developing an action plan for strengthening teachers' leadership competencies and improving educational outcomes.

Research Problem

Despite continuing efforts to improve the quality of Philippine basic education, challenges in learners' academic performance remain evident. Transformational leadership is recognized as an important component of effective teaching because it encourages motivation, innovation, collaboration, and professional growth (Pennell, 2023). Teachers who demonstrate these competencies can establish supportive learning environments that encourage participation and achievement (Cherry, 2023). However, the relationship between transformational leadership and academic performance remains uncertain. Previous studies have reported differing findings. Rafida et al. (2023) found no significant relationship between transformational leadership and students' academic performance, whereas Onyema (2023) reported that transformational teaching practices positively influenced learners' motivation and academic achievement. Similarly, Sianipar and Putri (2024) identified improvements in school performance associated with teacher motivation, collaborative culture, and organizational commitment. Peng et al. (2025) emphasized the influence of transformational leadership on learners' self-efficacy and skill development, while Alzoraiki et al. (2023) associated transformational teaching with improved instructional quality and academic outcomes. These differing findings indicate the need for further investigation into the relationship between teachers' transformational leadership skills and learners' academic performance. In particular, the original study identified a lack of localized research examining these relationships in Dumanjug District II, Cebu. Accordingly, the research addressed the need to determine teachers' transformational leadership competencies, identify differences in teachers' and learners' perceptions, examine learners' academic performance, and establish whether significant relationships exist among the leadership dimensions and between these dimensions and academic achievement. The findings were intended to guide the development of an appropriate action plan for teacher improvement.

Assumptions of the Study

The study was guided by the premise that teachers' transformational leadership competencies are relevant to instructional effectiveness and learners' academic development. Transformational leadership emphasizes positive influence, motivation, ethical conduct, innovation, and supportive relationships that may contribute to improved educational experiences (Lawrason et al., 2023). Teachers who demonstrate inspirational leadership are expected to encourage learners to become more engaged, responsible, and confident in their academic activities (Nahid et al. (2023)). Furthermore, transformational leadership promotes reciprocal motivation, ethical development, and constructive change, as explained by Burns (1978, as cited in Sezgin et al., 2024). Unlike transactional leadership, which focuses on exchanges between leaders and followers, transformational leadership emphasizes innovation and continuous development (Menon, 2024). Based on these principles, the study formulated two null hypotheses tested at the 0.05 level of significance: first, that there is no significant relationship among the parameters of teachers' transformational leadership skills; and second, that there is no significant relationship between teachers' transformational leadership skills and learners' academic performance. These hypotheses provided the basis for examining the statistical relationships among the study variables without assuming that transformational leadership necessarily leads to higher academic achievement.

Objectives of the Study

The general objective of this study was to assess the transformational leadership skills of public elementary school teachers in Dumanjug District II, Cebu, during the school year 2025–2026 and determine their relationship with learners' academic performance as a basis for developing an action plan. Specifically, the study aimed to identify teachers' demographic profiles in terms of age, gender, length of teaching experience, and position held; assess their transformational leadership skills as perceived by teachers and learners in terms of integrity, sensible risk, encourages innovation, demonstrates innovation, inspirational motivation, develops others, and supports others; determine learners' academic performance based on their Mean Percentage Scores (MPS); examine the significant relationships among the dimensions of transformational leadership and between teachers' transformational leadership skills and learners' academic performance; and develop an action plan based on the findings to strengthen teachers' transformational leadership competencies and support improved learning outcomes.

Conceptual and Theoretical Framework

This study was anchored in Transformational Leadership Theory as cited by Pennell (2023) and Constructivist Learning Theory as cited by Ahmedi et al. (2023). These theories explain how teachers' leadership competencies, instructional practices, and supportive relationships may influence learners' motivation, engagement, and academic performance. Transformational Leadership Theory emphasizes the ability of teachers to inspire learners, communicate meaningful goals, encourage innovation, and promote personal development (Pennell, 2023). Its application in education involves creating learning environments characterized by motivation, collaboration, ethical behavior, and continuous improvement. The theory also emphasizes the four dimensions of inspirational drive, idealistic influence, intelligence stimulation, and personal attention, which encourage learners to recognize their capabilities and assume greater responsibility for learning. The study examined seven transformational leadership dimensions supported by related literature. Integrity involves ethical conduct, honesty, accountability, and consistency between teachers' values and actions. Dumopoy (2025) emphasized its importance in establishing trust and effective classroom relationships, while Munakarmi (2023) and Cronqvist (2024) associated integrity with moral principles and responsible behavior. Teachers' ethical conduct also supports learners' holistic development (Dumopoy, 2025). Sajid et al. (2024) and Cronqvist (2024) highlighted the importance of professional integrity in promoting ethical behavior and positive educational relationships. Similarly, Sajid et al. (2024) identified a

significant relationship between teachers' professional ethics and students' academic achievement. Sensible risk refers to teachers' willingness to adopt carefully considered instructional approaches that promote creativity, adaptability, and learner-centered education (Musengamana et al., 2024). Jones et al. (2023) emphasized the importance of instructional risk-taking in adapting teaching practices, while Foster (2024) associated it with teachers' commitment to improving learning experiences. Srirahayu et al. (2023) linked calculated risk-taking with creativity and innovation, whereas Rafsanjani et al. (2023) examined its application through digital instructional technologies. Encouraging innovation involves supporting new teaching strategies, creative problem-solving, and professional experimentation. Majid and Mafarjaa (2024) emphasized innovation as a process of improving educational experiences, while Rafsanjani et al. (2023) associated innovative instruction with learners' engagement and analytical thinking. School support contributes to teachers' willingness to adopt innovative practices (Cui & Yin, 2023), and sustained innovation promotes professional development and improved learning (Srirahayu et al., 2023). Cui and Yin (2023) emphasized the importance of competence, autonomy, and relatedness in encouraging teacher innovation. Similarly, van Dijl et al. (2025) highlighted teamwork, institutional support, and motivation, while Chen and Rani (2025) and Cui and Yin (2023) associated innovative teaching with intrinsic motivation, engagement, and professional training. Demonstrating innovation involves applying creative instructional strategies, technological approaches, and learner-centered practices. Majid and Mafarjaa (2024) emphasized strengthening teachers' capacity to develop confident and independent learners, while Majid and Mafarjaa (2024) associated innovative pedagogy with participation, collaboration, and practical learning. Gresinta and Tukiran (2024) identified innovative teaching approaches that improved learners' engagement and classroom experiences. Rafsanjani et al. (2023) highlighted pedagogical, technological, learning, and social competencies as predictors of innovative teaching performance. Rafsanjani et al. (2023) emphasized digital tools in promoting creativity and problem-solving, while Basister et al. (2025) associated collaborative instructional planning with inclusive and innovative learning practices. Inspirational motivation refers to teachers' ability to encourage confidence, enthusiasm, persistence, and active participation. Nahid et al. (2023) emphasized motivational teaching practices that strengthen learners' confidence, while Al-Said (2023) identified motivation as an important element of effective instruction. Nahid et al. (2023) associated teachers' enthusiasm with learners' engagement and participation. However, Suárez-Mesa and Gómez (2024) reported no significant relationship between teacher motivation and students' scientific literacy, suggesting that academic outcomes may depend on additional factors. Al-Said (2023) highlighted intrinsic motivation and teacher communication in mobile learning, while Demir et al. (2024) emphasized school environment, professional reflection, and teachers' perceptions of achievement. Developing others involves mentoring, coaching, professional collaboration, and the continuous improvement of instructional competencies. Khasawneh et al. (2023) emphasized collaborative teaching approaches, while Geletu (2023) associated professional collaboration with trust and improved educational practices. Geletu (2023) highlighted mentoring and coaching as mechanisms for strengthening teachers' pedagogical competencies and well-being. Awoyemi et al. (2025) emphasized structured mentoring in promoting student engagement, while Geletu (2023) identified mentoring as essential to professional growth. Similarly, Awoyemi et al. (2025) associated mentoring with improved instructional practices, teacher collaboration, and learning outcomes. Supporting others involves professional assistance, constructive feedback, cooperation, and the development of positive relationships. Alonso et al. (2024) emphasized peer coaching and feedback in improving instructional practices, while Saks et al. (2025) associated collegial support with continuing professional development. Boldbaatar (2025) identified professional support as important to teachers' well-being and institutional stability. Demir et al. (2024) highlighted coworker support in reducing teacher stress, while Saks et al. (2025) emphasized reflective dialogue in professional learning.

Saks et al. (2025) identified positive professional relationships and willingness to collaborate as important foundations of teacher cooperation. Constructivist Learning Theory complements transformational leadership by emphasizing learners' active participation in constructing knowledge through experience, reflection, and interaction (Ahmedi et al., 2023). Unlike traditional teacher-centered instruction, constructivism encourages exploration, problem-solving, and independent learning (Ahmedi et al. (2023)). Teachers function as facilitators who provide meaningful learning opportunities and support learners' development (Ahmedi et al., 2023). Constructivist instruction also accommodates individual learning differences (Ahmedi et al. (2023)) and connects new knowledge with prior experiences (Ahmedi et al. (2023)). Social and cultural experiences contribute to knowledge construction (Ahmedi et al., 2023), while learner-centered activities recognize students' individual capabilities (Ahmedi et al., 2023). Nevertheless, constructivist approaches require appropriate teacher guidance to prevent misconceptions arising from inaccurate prior knowledge, as noted by Krahenbuhl (2016, as cited in Ahmedi et al., 2023). Through guided activities, learners can connect theoretical understanding with practical experiences (Ahmedi et al., 2023). Through guided activities, learners can connect theoretical understanding with practical experiences (Ahmedi et al., 2023). Ahmedi et al. (2023) emphasized active knowledge construction and conceptual understanding, while Ahmedi et al. (2023) highlighted learners' responsibility for their educational development. Ahmedi et al. (2023) further emphasized teachers' attitudes and facilitative roles in improving learning outcomes. The study was also supported by DepEd Order No. 42, s. 2017, which established the Philippine Professional Standards for Teachers (PPST), and Republic Act No. 10533, or the Enhanced Basic Education Act of 2013. These policies emphasize professional competence, continuing development, learner-centered instruction, and quality basic education. Navarez et al. (2024) identified motivation as an important factor connecting transformational leadership and teachers' work performance. Similarly, Violon and Violon (2024) emphasized professional training, collaboration, and reflective pedagogies in developing teachers as instructional leaders. Conceptually, the study considered teachers' transformational leadership skills as the principal variables associated with learners' academic performance. Teachers' and learners' assessments of the seven leadership dimensions were examined alongside learners' Mean Percentage Scores to determine significant relationships. The resulting evidence served as the basis for an action plan intended to strengthen teachers' leadership practices and support educational improvement.

Sustainable Development Goal and Multidisciplinary Sustainability Relevance

The study primarily aligns with Sustainable Development Goal 4 (Quality Education), which promotes inclusive, equitable, and quality education and lifelong learning opportunities. By examining teachers' transformational leadership competencies and their relationships with learners' academic performance, the research supports efforts to strengthen instructional effectiveness, professional development, and learner-centered education. Its proposed action plan provides a basis for identifying areas requiring improvement and promoting continuous teacher development. The study also relates to Sustainable Development Goal 9 (Industry, Innovation and Infrastructure) through its emphasis on encouraging and demonstrating instructional innovation. Teachers' adoption of creative pedagogical approaches and appropriate educational technologies supports innovation in teaching and learning. This connection concerns educational innovation rather than physical infrastructure development. Furthermore, the study has relevance to Sustainable Development Goal 3 (Good Health and Well-Being) through its consideration of supportive professional relationships, teacher motivation, and positive learning environments. Collegial support, mentoring, and collaborative practices may contribute to teachers' professional well-being and a more supportive educational setting. In terms of sustainability, the research contributes primarily to educational and institutional sustainability by identifying leadership competencies that can guide continuing

professional development and instructional improvement. It also supports technological and innovation sustainability through the promotion of adaptable teaching practices, as well as social sustainability through ethical leadership, collaboration, and supportive teacher–learner relationships. Overall, the study's contribution to sustainable development lies in its potential to inform evidence-based educational improvement. By examining transformational leadership from both teachers' and learners' perspectives and relating these competencies to academic performance, the research provides a foundation for strengthening teaching practices and supporting the long-term quality of basic education.

2. METHODOLOGY

Research Design

The study utilized a quantitative research approach to assess teachers' transformational leadership skills and their relationship with learners' academic performance. Structured questionnaires using a five-point Likert scale were administered to teachers to determine their self-perceived leadership competencies, while learners evaluated their respective teachers using corresponding questionnaires. The assessment covered integrity, sensible risk, encourages innovation, demonstrates innovation, inspirational motivation, develops others, and supports others. Teachers' demographic characteristics and learners' Mean Percentage Scores (MPS) were also collected to examine relationships among the study variables. The research followed the Input–Process–Output (IPO) model. Inputs included teachers' demographic profiles, transformational leadership assessments, learners' academic performance, and the relationships among these variables. The process involved obtaining research approvals, administering questionnaires, collecting academic records, and conducting statistical analysis. The output was an action plan addressing identified leadership development needs and strengthening existing competencies.

Research Locale or Study Setting

The study was conducted in selected public elementary schools in Dumanjug District II, under the Department of Education Division of Cebu Province, Philippines. The district comprises 17 elementary schools, with respondents drawn from Balaygtiki Elementary School, Pawa Elementary School, Lamak Elementary School, Panlaan Elementary School, Manlapay Elementary School, Tangil Elementary School, Masa Elementary School, Kanghalo Elementary School, Tubod Duguan Elementary School, Doldol Elementary School, Bulak Elementary School, Tubod Bitoon Elementary School, and Matalo Elementary School. Dumanjug is a first-class municipality located approximately 73 kilometers south of Cebu City. It covers 8,544 hectares and comprises 37 barangays, including eight coastal barangays. The municipality is bordered by Barili to the north, Ronda to the south, Sibonga and Argao to the east, and the Tañon Strait to the west. The locality experiences a relatively short dry season and serves as a commercial connection between southwestern Cebu and northern Negros Oriental. The district was selected because the researcher was a teacher in the area, making the findings relevant to local professional development and educational improvement.

Participants or Data Sources

The study involved 880 randomly selected respondents from the identified public elementary schools in Dumanjug District II, comprising 80 teachers and 800 learners. Each teacher was evaluated by 10 learners to provide corresponding assessments of transformational leadership skills. Teachers supplied demographic information, including age, gender, length of teaching experience, and position held, and assessed their leadership competencies. Learners evaluated their respective teachers based on classroom experiences and observations. Learners' Mean Percentage Scores were also obtained from official school records to determine academic performance and examine its relationship with teachers' transformational leadership skills.

Research Instruments or Materials

The study utilized a structured questionnaire adapted from Edwards et al. (2010) to assess teachers' transformational leadership skills. The teachers' questionnaire consisted of two parts. The first gathered demographic information, while the second measured seven transformational leadership dimensions: integrity, sensible risk, encourages innovation, demonstrates innovation, inspirational motivation, develops others, and supports others. A corresponding questionnaire was administered to learners to evaluate their teachers' leadership practices. The learners' questionnaire was translated into the vernacular language to facilitate comprehension. Both instruments employed a five-point Likert scale ranging from Strongly Disagree to Strongly Agree. Mean scores were interpreted as very high (4.20–5.00), high (3.40–4.19), moderate (2.60–3.39), low (1.80–2.59), and very low (1.00–1.79) levels of transformational leadership. Learners' Mean Percentage Scores from official academic records served as the measure of academic performance.

Data Gathering Procedure

Data collection began with the preparation and submission of formal request letters to the appropriate educational authorities and school heads in Dumanjug District II. The requests specified the study's objectives, respondents, required information, and proposed schedule. Following approval, the researcher coordinated with school administrators and teachers to identify qualified respondents and arrange questionnaire administration without unnecessarily disrupting instructional activities. Before administering the instruments, the researcher oriented the participants regarding the study's purpose, procedures, voluntary participation, and confidentiality measures. Informed consent was obtained from participating teachers, while parental or guardian consent and learner assent were secured for minors. Teachers completed questionnaires assessing their own transformational leadership skills, while learners evaluated their respective teachers based on classroom observations and experiences. The researcher provided instructions and procedural clarification without influencing respondents' answers. Completed questionnaires were personally retrieved, checked for completeness and consistency, and assigned identification codes to protect respondents' identities. The researcher also coordinated with authorized school personnel to obtain learners' Mean Percentage Scores from official academic records. The collected information was organized according to teachers' demographic characteristics, the seven leadership dimensions, and learners' academic performance. Responses and academic records were encoded, verified, and reviewed for missing information, duplication, and inconsistencies before statistical analysis.

Data Analysis

The collected data were analyzed using descriptive and correlational statistical techniques. Simple percentages were employed to describe teachers' demographic profiles in terms of age, gender, length of teaching experience, and position held. Weighted means were used to determine the extent of transformational leadership skills as perceived by teachers and learners across the seven dimensions. Responses were interpreted using the established five-point scale, with higher weighted means indicating stronger transformational leadership practices. Pearson product–moment correlation coefficient (Pearson-r) was employed to examine significant relationships among the transformational leadership dimensions and between teachers' transformational leadership skills and learners' academic performance. The hypotheses were tested at the 0.05 level of significance. The statistical findings provided the basis for identifying leadership strengths, areas requiring improvement, and appropriate interventions for the proposed action plan.

Ethical Consideration

The study observed ethical procedures to protect the rights, privacy, and welfare of participating teachers and learners. Formal permission was obtained from the appropriate educational authorities and school administrators, with the Local Research Ethics Committee (LREC) included in the research approval process. Participants were informed of the study's objectives, procedures, voluntary nature, and confidentiality safeguards before data collection. Informed consent was secured from teachers, while parental or guardian consent and learner assent were obtained for participating minors. Respondents were assured that their information would be used exclusively for academic and research purposes and that individual identities would not be disclosed in reporting the findings. Questionnaires and academic performance records were coded, securely maintained, and handled confidentially. The researcher also ensured that participation did not unnecessarily interfere with regular instructional activities and that respondents could provide answers without undue influence.

3. RESULTS AND DISCUSSION

3.1 Demographic Profile of Teacher-Respondents

3.1.1 Age

The findings revealed that most teacher-respondents belonged to the 21–30 age group, representing 36% of the 80 participants, followed by those aged 31–40 years, comprising 24 teachers or 30%. Meanwhile, 19 teachers were aged 41–50 years, and eight were aged 51–60 years. These results indicated that younger teachers constituted the largest proportion of respondents. Age is an important demographic characteristic that may influence professional behavior, confidence, and instructional effectiveness. De São José and Timonen (2025) emphasized the role of age in shaping social interactions, while Akter and Sheibani (2025) associated age with teachers' psychological attributes, professional confidence, and effectiveness in classroom practices.

3.1.2 Gender

The results showed that 47 respondents or 59% were female, while 33 or 41% were male. Female teachers therefore constituted the majority of the respondents. The gender distribution reflected a greater representation of female teachers in the assessment of transformational leadership skills. Gender encompasses social roles, identity, and structural relationships that influence individual experiences (Barr et al., 2023). Similarly, Sánchez-Cabrero et al. (2023) observed higher female participation in educational research, indicating that gender imbalances may occur within educational contexts.

3.1.3 Length of Teaching Experience

The findings indicated that 12 teachers or 15% had 1–5 years of teaching experience, 19 or 24% had 6–10 years, and 20 or 25% had 11–15 years. Additionally, 15 teachers or 19% had served for at least 21 years. The results reflected a teaching workforce with varying levels of professional experience, with the largest reported group having 11–15 years of service. Teaching experience contributes to professional competence through accumulated instructional knowledge, classroom management skills, and pedagogical practices. The Pablo et al. (2025) emphasized the importance of teaching experience in developing professional effectiveness. Similarly, Pablo et al. (2025) associated longer teaching service with continuous learning, professional commitment, and the development of teachers' instructional capabilities.

3.1.4 Position Held

The results revealed that 62 teachers or 78% held Teacher I–III positions, 14 or 17% were master teachers, and four or 5% were head teachers. Most respondents therefore occupied classroom teaching positions rather than supervisory or administrative roles. The predominance of classroom teachers emphasized the relevance of assessing transformational leadership within instructional practice. Professional position may influence teachers' responsibilities, career development, and job satisfaction. Kisaka (2023) found that promotion and gender significantly influenced teachers' job satisfaction, highlighting the importance of professional advancement in strengthening motivation and performance. Furthermore, the Department of Education (2024), through DepEd Order No. 20, s. 2024, established guidelines for the recruitment, selection, and appointment of personnel to higher teaching positions, providing a policy framework for professional advancement within the Philippine public education system.

3.2 Teachers' Transformational Leadership Skills

3.2.1 Integrity

The findings showed that integrity received a Very High composite mean of 4.38 from teachers and 4.37 from learners. Approachability obtained the highest ratings from both groups, with weighted means of 4.89 and 4.72, respectively. Teachers' lowest rating was 4.06 for keeping commitments, while learners' lowest rating was 4.20 for teachers' role-modeling behaviors. These results indicated consistently favorable perceptions of teachers' ethical conduct and approachability. Integrity reflects teachers' honesty, accountability, ethical behavior, and consistency in professional relationships. Munakarmi (2023) emphasized that integrity is influenced by sociocultural practices and inclusive ethical standards. Karasova and Kleckova (2023) associated approachability with supportive teacher–learner interactions, while Cronqvist (2024) highlighted professional commitment as essential to effective teaching. Cronqvist (2024) further emphasized teachers' responsibility as role models in developing learners' values and behavior. The findings therefore suggested that teachers demonstrated strong ethical leadership, although maintaining commitments and consistently modeling expected behaviors remained areas for improvement.

3.2.2 Sensible Risk

Sensible risk obtained a Very High composite mean of 4.22 from teachers and 4.23 from learners. Teachers gave their highest rating of 4.47 to taking personal chances in pursuing school goals, while making bold decisions and prioritizing school interests over personal comfort received the lowest rating of 4.11. Learners rated teachers' prioritization of school welfare highly, with a weighted mean of 4.53. These findings indicated that teachers generally demonstrated willingness to take calculated risks in pursuing institutional and instructional improvement. Sensible risk involves adopting new approaches and making carefully considered decisions to improve teaching and learning. Musengamana et al. (2024) associated risk-taking with openness to new experiences and innovative practices. Musengamana et al. (2024) emphasized teachers' participation in school improvement, while Musengamana et al. (2024) highlighted the importance of teacher involvement in institutional decision-making. Salendab and Akmad (2023) recognized teachers' dedication to providing quality learning opportunities, and Cinadre (2023) emphasized the importance of instructional strategies in promoting learners' engagement and competence. The findings suggested that teachers demonstrated initiative and commitment, although greater confidence in decision-making could further strengthen their leadership practices.

3.2.3 Encourages Innovation

The findings revealed that encouraging innovation obtained a High composite mean of 4.14 from teachers and a Very High composite mean of 4.29 from learners. Teachers gave their highest rating of 4.21 to improving school programs through new approaches, while stimulating colleagues through reflective questions received the lowest rating of 4.08. Learners rated teachers' encouragement of new approaches highly at 4.45, while promoting reflective questioning among colleagues received a lower rating of 4.11. These findings indicated that learners perceived teachers as more active in encouraging innovation than teachers perceived themselves. Encouraging innovation promotes creativity, problem-solving, collaboration, and continuous instructional improvement. Cui and Yin (2023) emphasized that innovative teaching practices are necessary for developing learners' creativity, while Majid and Mafarjaa (2024) highlighted teachers' role in introducing engaging instructional approaches. Qin et al. (2025) associated professional collaboration with improved educational practices, and Chen and Rani (2025) emphasized teachers' motivation in implementing instructional innovations. The findings suggested that teachers encouraged creative approaches but could further strengthen professional dialogue and collaborative reflection.

3.2.4 Demonstrates Innovation

The results showed that demonstrating innovation obtained a Very High composite mean of 4.21 from teachers and 4.22 from learners. Teachers generally reported favorable implementation of innovative practices, although seeking external approaches to improve school operations received a lower weighted mean of 4.07. Learners also recognized teachers' innovative practices but rated their ability to challenge established professional routines relatively lower, with a weighted mean of 4.05. These findings indicated strong agreement between teachers and learners regarding the demonstration of innovation. Innovation involves implementing new ideas, instructional strategies, and collaborative approaches to improve educational practices. Majid and Mafarjaa (2024) emphasized innovation as the development and application of new ideas for meaningful improvement. Zahid & Nawab (2025) highlighted the influence of teachers' instructional strategies on learners' understanding, while Majid and Mafarjaa (2024) and Qin et al. (2025) emphasized professional practices and collegial relationships in educational improvement. The findings suggested that teachers effectively demonstrated innovation but could further strengthen their engagement with external resources and encourage colleagues to reconsider established instructional practices.

3.2.5 Inspirational Motivation

Inspirational motivation received a High composite mean of 4.04 from teachers and 4.08 from learners. Teachers' highest weighted mean was 4.07 for behaviors associated with promoting school goals, while communicating hope for the school's future received the lowest rating of 4.03. Learners gave the highest rating of 4.28 to communicating goals through visual approaches, demonstrating confidence, setting attainable objectives, and supporting school personnel. However, communicating school needs and involving colleagues in establishing goals received lower ratings of 3.87. These results indicated that teachers demonstrated motivational leadership, although communicating shared institutional needs and future directions required further improvement. Inspirational motivation strengthens enthusiasm, confidence, and commitment toward educational goals. Mutesasira and Marongwe (2024) emphasized teachers' motivation as essential to learners' development and instructional effectiveness. Al-Said (2023)

associated motivation with improved competence and interest. The findings suggested that teachers effectively motivated learners and colleagues but needed to strengthen collaborative goal-setting and communication of school priorities.

3.2.6 Develops Others

The findings revealed that developing others obtained identical High composite means of 4.06 from teachers and learners. Teachers' highest weighted mean was 4.08 for providing learning opportunities, recognizing individual abilities, and considering learners' needs, while directly assisting others in developing their strengths received the lowest rating of 4.02. Learners gave the highest rating of 4.17 to individual coaching and the lowest rating of 4.10 to providing professional learning opportunities. These findings indicated consistent perceptions of teachers' commitment to mentoring and professional development. Developing others emphasizes coaching, mentoring, differentiated support, and professional collaboration. Bouchrika (n.d.) emphasized the importance of allocating time for teachers to collaborate, exchange professional experiences, and share effective instructional strategies. Geletu (2023) emphasized the contribution of individualized coaching to classroom engagement and academic outcomes, while Şahin (2025) associated professional development with improved teaching quality. The findings suggested that teachers supported professional growth but could strengthen individualized assistance and structured development opportunities.

3.2.7 Supports Others

Supporting others obtained a composite mean of 4.22 from teachers and 4.32 from learners. Teachers rated opportunities for colleagues to participate in classroom decision-making highest at 4.15, while individualized treatment of school personnel received a lower rating of 4.08. Learners gave the highest rating of 4.45 to teachers' respect for personal feelings and perspectives. These findings indicated that learners perceived teachers' supportive leadership more favorably than teachers perceived their own practices. Supportive leadership encourages collaboration, shared responsibility, professional trust, and positive relationships. Musengamana et al. (2024) emphasized the importance of support in maintaining teachers' motivation and school development. Musengamana et al. (2024) highlighted teacher participation in decision-making, while Teledahl et al. (2024) emphasized collaborative professional improvement. Saks et al. (2025) associated trust and collegial support with open professional communication, while Cronqvist (2024) emphasized ethical relationships in educational practice. The findings suggested that teachers demonstrated strong supportive behaviors, although greater attention to individual professional needs could enhance their leadership effectiveness.

3.2.8 Overall Assessment of Transformational Leadership Skills

The overall findings showed that teachers rated their transformational leadership skills as High, with a composite mean of 4.17, while learners rated them Very High, with a composite mean of 4.23. Integrity obtained composite means of 4.38 and 4.37, sensible risk 4.22 and 4.23, encourages innovation 4.14 and 4.29, and demonstrates innovation 4.21 and 4.22 for teachers and learners, respectively. Inspirational motivation received 4.04 and 4.08, while developing others obtained identical ratings of 4.06. Supporting others received composite means of 4.22 and 4.32. These results indicated generally positive assessments, with learners rating several leadership dimensions more favorably than teachers. The findings suggested that transformational leadership practices were evident among the teacher-respondents,

particularly in integrity, sensible risk, innovation, and supportive relationships. However, inspirational motivation and developing others remained areas requiring further enhancement. Caharian and Cabanlit (2024) emphasized that transformational leadership contributes to teacher performance through improved self-efficacy and positive professional relationships. Similarly, Alzoraiki et al. (2023) highlighted the role of transformational leaders in promoting creativity, individual development, and innovation. The results underscored the importance of strengthening motivational strategies, professional mentoring, and collaborative leadership practices.

3.3 Learners' Academic Performance

The findings revealed that 39 or 49% of the 80 reported academic performance records were classified as Satisfactory, while 28 or 35% were Very Satisfactory. Six or 7% achieved Outstanding performance, and seven or 9% were classified as Fairly Satisfactory. No respondents were categorized as Did Not Meet Expectations. These results indicated that learners generally achieved satisfactory or higher levels of academic performance, with most meeting the expected learning competencies. Academic performance reflects the extent to which learners achieve established educational objectives. Hailu et al. (2024) emphasized that academic achievement can be measured through different assessment indicators, including Mean Percentage Scores. Suleiman et al. (2024) further explained that academic performance is influenced by several factors, including study habits, previous academic achievement, and learning engagement. The findings suggested generally favorable academic outcomes while recognizing that learners' performance may be associated with multiple educational factors.

3.4 Significant Relationships Among Transformational Leadership Dimensions

The correlation analysis revealed several significant positive relationships among transformational leadership dimensions. Integrity was positively correlated with sensible risk ($r = .227$), encourages innovation ($r = .344$), and supports others ($r = .380$). Sensible risk was significantly associated with inspirational motivation ($r = .321$). Encourages innovation demonstrated positive relationships with demonstrates innovation ($r = .692$), inspirational motivation ($r = .600$), develops others ($r = .324$), and supports others ($r = .502$). Demonstrates innovation was positively correlated with inspirational motivation ($r = .765$), develops others ($r = .439$), and supports others ($r = .460$). Inspirational motivation was also positively associated with supports others ($r = .449$). However, developing others did not demonstrate a significant relationship with supporting others. These findings indicated that several transformational leadership competencies were interconnected, particularly those involving innovation and motivation. The results suggested that teachers who demonstrated ethical conduct, innovation, and motivational leadership also tended to exhibit other positive leadership behaviors. Cronqvist (2024) emphasized that professional values influence teachers' ethical judgments and decision-making practices. Musengamana et al. (2024) highlighted teachers' willingness to adopt calculated risks and innovative strategies to improve educational experiences. Similarly, Lawrason et al. (2023) explained that transformational leadership promotes individual development, motivation, creativity, and supportive professional relationships. The findings reinforced the interconnected nature of transformational leadership competencies while indicating that professional development and general support may function as distinct leadership practices.

3.5 Relationship Between Teachers' Transformational Leadership Skills and Learners' Academic Performance

The findings revealed significant positive relationships between selected transformational leadership dimensions and learners' academic performance. Integrity demonstrated the strongest correlation with academic performance (r = .522), followed by supporting others (r = .383), sensible risk (r = .275), and inspirational motivation (r = .245). These results indicated that learners' academic performance was positively associated with teachers' ethical conduct, supportive practices, calculated risk-taking, and motivational leadership. Among the dimensions examined, integrity demonstrated the strongest relationship with academic achievement. The findings suggested that teachers' transformational leadership competencies were relevant to learners' academic development, particularly through ethical behavior, encouragement, and supportive educational relationships. Sajid et al. (2024) emphasized teachers' important role in learners' academic development and the need to maintain quality educational standards through professional commitment and dedication. The results indicated that strengthening integrity, supportive leadership, sensible risk-taking, and inspirational motivation may contribute to improved instructional practices and learning outcomes. However, the observed correlations established statistical associations rather than direct causal effects. These findings provided a basis for developing an action plan focused on enhancing teachers' transformational leadership competencies and supporting learners' academic achievement.

4. CONCLUSIONS AND RECOMMENDATIONS

The study established that transformational leadership skills were highly evident among public elementary school teachers in Dumanjug District II, Cebu, during the school year 2025–2026, based on the assessments of 80 teachers and 800 learners. Both respondent groups generally provided favorable assessments, with learners rating teachers' leadership competencies more positively overall. Integrity, sensible risk, and demonstrating innovation emerged as notable strengths, while inspirational motivation and developing others showed comparatively greater needs for improvement. Learners' academic performance was predominantly satisfactory to very satisfactory. Significant positive relationships were identified among several transformational leadership dimensions, particularly those involving innovation and motivation. Furthermore, integrity demonstrated the strongest positive relationship with learners' academic performance, followed by supporting others, sensible risk, and inspirational motivation. Collectively, these findings highlight the relevance of teachers' transformational leadership competencies to educational practices and academic achievement, providing an empirical basis for developing a targeted leadership enhancement action plan.

Based on the findings, school administrators and district supervisors should prioritize the implementation of the proposed action plan to strengthen teachers' transformational leadership competencies, particularly inspirational motivation, developing others, and areas of innovation requiring improvement. Professional development activities should include targeted training workshops, learning sessions, and continuous leadership development programs addressing identified competency gaps. School heads should establish structured coaching and peer-mentoring activities to enhance individualized assistance, instructional practices, and professional collaboration among teachers. Teachers should also be encouraged to participate actively in institutional decision-making, collaborative goal-setting, and innovative instructional projects to strengthen shared responsibility and professional engagement. Existing strengths in integrity, sensible risk, and supportive leadership should be maintained through consistent ethical practices, professional cooperation, and institutional support. The action plan should identify specific activities, implementation schedules, responsible personnel, and expected

outcomes to ensure systematic implementation and evaluation of leadership development initiatives aligned with school improvement objectives.

The study was limited to 80 teachers and 800 learners from selected public elementary schools in Dumanjug District II, Cebu, during the school year 2025–2026. Its geographic coverage and respondent composition may restrict the applicability of findings to other educational settings. The quantitative approach relied on teachers' and learners' questionnaire responses to assess transformational leadership competencies, while academic performance was measured using Mean Percentage Scores. Statistical analysis employed descriptive measures and Pearson correlation to determine relationships among the variables. Consequently, the findings establish associations rather than causal effects. The study did not examine changes in leadership competencies or academic performance over an extended period.

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