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Transformational Leadership Practices of School Administrators and School Operations Management in the City of Naga Division

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ABSTRACT

This study examined the relationship between transformational leadership practices of school administrators and school operations management in selected public secondary schools in the City of Naga Division during School Year 2025–2026. Specifically, it assessed leadership practices, evaluated school operations management, determined their relationship, and identified the strongest leadership predictor. A descriptive-correlational quantitative design was employed involving 101 public secondary school teachers through census sampling. Data were collected using a researcher-adapted questionnaire anchored on the Multifactor Leadership Questionnaire and School-Based Management framework and analyzed using descriptive statistics, Pearson Product-Moment Correlation, and Multiple Linear Regression. Results revealed consistently demonstrated transformational leadership practices (M = 4.62) and a very high level of school operations management (M = 4.34). A strong positive and statistically significant relationship was established between the variables ($r = .72$, $p < .001$). Idealized Influence emerged as the only significant predictor ($\beta = .45$, $p = .013$), with the regression model explaining 53.7% of the variance in school operations management. The study concludes that transformational leadership, particularly ethical leadership and role modeling, is significantly associated with effective school operations management. Strengthening Idealized Influence through a leadership enhancement plan and improving physical resource management are recommended. Findings are limited to self-reported perceptions of teachers from two selected schools, restricting generalizability and causal interpretation. The study provides contextual evidence to inform educational leadership development, school governance, and institutional improvement initiatives supporting quality education.

Keywords: *Educational Leadership, Idealized Influence, Public Secondary Schools, School Operations Management, School-Based Management, Transformational Leadership*

1. INTRODUCTION

Effective school operations management is essential to achieving educational goals, maintaining organizational efficiency, and ensuring quality educational services. It encompasses instructional management, human resource management, financial resource management, physical resource management, and school-community partnerships. Patiam (2025) emphasized that school heads' management competencies significantly influence school quality and operational efficiency, while Silva and Andal (2023) established a positive relationship between school governance, resource management, and school performance. In the Philippine educational system, Republic Act No. 9155, or the Governance of Basic Education Act of 2001, recognizes school administrators as instructional leaders and managers responsible for effective school operations. The implementing rules and regulations of this law further clarify the responsibilities and authority of school administrators in managing educational institutions (DepEd, 2003). This responsibility is reinforced by the Department of Education (DepEd) School-Based Management (SBM) framework, which promotes decentralized decision-making, accountability, stakeholder participation, and efficient resource utilization. Transformational leadership is recognized as an important approach to improving organizational effectiveness through shared vision, professional commitment, innovation, and collaborative practices. Bass and Riggio (2006) emphasized its role in strengthening employee motivation, commitment, and performance, while Alzoraiki et al. (2023) associated transformational leadership with teacher commitment and sustainable teaching performance. These perspectives underscore the importance of examining how transformational leadership practices relate to school operations management. (Caharian & Cabanlit, 2024; Sedhu et al., 2024).

Research Problem

Public secondary schools face increasing operational demands involving instructional delivery, personnel supervision, resource allocation, infrastructure maintenance, and stakeholder engagement. These challenges became more complex following educational disruptions that required school administrators to strengthen their management competencies and organizational responsiveness. In response to the continuing need for professional advancement, the Department of Education established guidelines for the Expanded Career Progression System for Teachers and School Heads (DepEd, 2025), providing a policy context for career development and professional advancement within the basic education system. Patiam (2025) highlighted the importance of financial management, facilities supervision, personnel management, and disaster preparedness, while Sianipar and Putri (2025) established the relationship between school heads' leadership practices and institutional readiness during periods of disruption. In the City of Naga Division, public secondary schools serve urban, coastal, and upland communities with varying concerns regarding accessibility, infrastructure, disaster risks, and stakeholder participation. These conditions require adaptive leadership capable of maintaining educational continuity and effective school operations. Although transformational leadership has been examined in various educational contexts, limited evidence specifically addresses its relationship with school operations management in public secondary schools within the City of Naga Division. This gap necessitates an investigation of how administrators' transformational leadership practices relate to instructional, human resource, financial resource, physical resource, and school-community partnership management. (Ahmed, 2026).

Assumptions of the Study

The study is grounded in the assumption that transformational leadership practices are associated with effective school operations management. It considers idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration as leadership

dimensions relevant to organizational effectiveness. Bass and Riggio (2006) emphasized that transformational leadership strengthens followers' commitment, motivation, and performance, while Alzoraiki et al. (2023) associated this leadership approach with sustained teacher commitment and improved teaching performance. The study further assumes that teachers' perceptions can provide meaningful assessments of administrators' leadership practices and school operations management because teachers are directly involved in instructional activities and institutional processes. It also considers the possibility that individual dimensions of transformational leadership differ in their predictive relationships with school operations management.

Objectives of the Study

The study generally aims to determine the relationship between transformational leadership practices of school administrators and school operations management in selected public secondary schools in the City of Naga Division during School Year 2025–2026. Specifically, it seeks to assess transformational leadership practices in terms of idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration; evaluate school operations management in terms of instructional management, human resource management, financial resource management, physical resource management, and school-community partnerships; determine the significant relationship between transformational leadership practices and school operations management; and identify the transformational leadership dimension that best predicts school operations management. The findings are intended to provide an empirical basis for developing a leadership enhancement plan that strengthens administrative competencies and supports continuous school improvement.

Conceptual and Theoretical Framework

The study is anchored on Transformational Leadership Theory, which explains how leaders influence organizational performance by inspiring shared goals, strengthening professional commitment, encouraging innovation, and addressing individual developmental needs. Bass and Riggio (2006) identified four dimensions of transformational leadership: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Idealized influence emphasizes ethical leadership, integrity, and role modeling; inspirational motivation focuses on communicating a shared vision and encouraging collective commitment; intellectual stimulation promotes creativity, critical thinking, and innovative problem-solving; and individualized consideration involves recognizing and supporting the professional needs of individual teachers. These dimensions provide the theoretical foundation for examining administrators' leadership practices. The study also draws on the Department of Education's School-Based Management (SBM) framework, which emphasizes participatory governance, institutional accountability, stakeholder engagement, and effective resource management. The framework provides the basis for examining school operations across instructional, human resource, financial resource, physical resource, and school-community partnership dimensions. Complementing this perspective, the National Educators Academy of the Philippines (NEAP) Professional Development Framework (DepEd, n.d.) provides a professional development context that emphasizes continuous learning and competency development among education personnel. This reinforces the relevance of leadership development in strengthening administrators' professional competencies and supporting effective school operations management. Conceptually, transformational leadership practices serve as the independent variable, while school operations management represents the dependent variable. The framework examines the relationship between these variables and determines which transformational leadership dimension significantly predicts school operations management.

Sustainable Development Goal and Multidisciplinary Sustainability Relevance

The study primarily aligns with Sustainable Development Goal 4 (Quality Education), particularly its emphasis on inclusive, equitable, and quality education through effective educational leadership and institutional management. By examining transformational leadership practices and school operations management, the research contributes to understanding how school administrators can strengthen instructional delivery, teacher development, resource utilization, and stakeholder participation. Alzoraiki et al. (2023) emphasized the contribution of transformational leadership to sustainable teaching performance, reinforcing the relevance of leadership development to educational sustainability. The study also relates to Sustainable Development Goal 16 (Peace, Justice, and Strong Institutions) through its emphasis on ethical leadership, accountability, participatory governance, and responsible institutional management. These principles are reflected in the School-Based Management framework, which encourages transparent decision-making, shared responsibility, and stakeholder involvement in school operations. Furthermore, the study supports Sustainable Development Goal 17 (Partnerships for the Goals) through its consideration of school-community partnerships as an essential component of school operations management. Strengthening collaboration among administrators, teachers, parents, and community stakeholders can support collective responsibility for educational improvement. Overall, the research contributes primarily to educational and institutional sustainability by providing evidence that may inform leadership development, strengthen school governance, improve operational effectiveness, and support continuous improvement in public secondary schools. (UNESCO, 2024).

2. METHODOLOGY

Research Design

The study utilized a descriptive-correlational quantitative research design to assess transformational leadership practices, evaluate school operations management, and determine the relationship between these variables without manipulating existing conditions. This approach is appropriate for examining naturally occurring relationships in educational settings (Fraenkel et al., 2023). It combines descriptive and correlational analyses to investigate relationships among variables (Fraenkel et al., 2023) and has been employed in previous studies examining transformational leadership and school performance (Sianipar & Putri, 2025).

Research Locale or Study Setting

The study was conducted at Naga National High School (Junior High School) and Naga Senior High School under the Schools Division of the City of Naga, Cebu, Philippines, during School Year 2025–2026. These public secondary schools were purposively selected because of their large teacher populations and relevance to the research objectives.

Participants or Data Sources

The study employed census sampling involving 101 qualified public secondary school teachers from the two participating schools. Of these, 55 (54.46%) were from Naga National High School, while 46 (45.54%) were from Naga Senior High School. Eligible participants were currently employed teachers with at least one year of teaching experience who voluntarily consented to participate. Teachers on extended leave or those who declined participation were excluded. Teachers were selected because their direct involvement in instructional activities and school operations enabled them to assess administrators' leadership practices and school management.

Research Instruments or Materials

Data were collected using a structured, researcher-adapted questionnaire anchored on the Multifactor Leadership Questionnaire (MLQ) developed by Bass and Avolio (2004) and Bass and Riggio (2006), and aligned with the DepEd School-Based Management framework and assessment indicators (DepEd, 2012a, 2012b, 2024). The questionnaire comprised three parts. The first gathered respondents' demographic characteristics, including age, gender, teaching experience, educational attainment, and teaching position. The second contained 20 indicators assessing transformational leadership practices across idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration, using a five-point Likert scale from 1 (Never) to 5 (Always). The third contained 25 indicators measuring instructional management, human resource management, financial resource management, physical resource management, and school-community partnerships, using a five-point scale from 1 (Very Low) to 5 (Very High). The instrument was contextualized to ensure clarity, relevance, and alignment with the study objectives.

Data Gathering Procedure

Data collection commenced after obtaining approval from the Schools Division Office of the City of Naga, Cebu, and the principals of the participating schools. The study's purpose and procedures were explained to qualified teachers, and informed consent was secured before administering the questionnaire during School Year 2025–2026. Participants received clear instructions and were assured of voluntary participation and confidentiality. Completed questionnaires were retrieved, checked for completeness, organized, and encoded for statistical analysis.

Data Analysis

Data were analyzed using descriptive and inferential statistics. Frequency and percentage described respondents' demographic profiles, while weighted mean and standard deviation assessed transformational leadership practices and school operations management. Pearson Product-Moment Correlation (r) determined the significance of the relationship between the variables, while Multiple Linear Regression identified the transformational leadership dimension that best predicted school operations management. Statistical decisions were evaluated at the 0.05 level of significance.

Ethical Consideration

The study adhered to established ethical research standards and institutional requirements. Permission was obtained from the Schools Division Superintendent of the City of Naga, Cebu, and the principals of the participating schools. Respondents were informed of the study's purpose, scope, and procedures, and voluntary informed consent was secured before participation. Participants were allowed to decline or withdraw without penalty. Confidentiality and anonymity were maintained by excluding personal identifiers, coding responses, and presenting findings in aggregate form. All collected data were used exclusively for academic and research purposes, following the principles of beneficence and non-maleficence and the research protocols of the Department of Education. The study was limited to teachers from two selected public secondary schools during School Year 2025–2026, and its reliance on self-reported data meant that findings reflected teachers' perceptions and might not be generalizable beyond the participating schools. Methodological rigor was maintained through census sampling, a researcher-adapted questionnaire anchored on established frameworks, standardized data collection procedures, and appropriate statistical analyses.

3. RESULTS AND DISCUSSION

3.1 Main Findings

3.1.1 Demographic Profile of the Respondents

The study involved 101 teacher-respondents, predominantly female (74.26%), with the largest age group being 30–39 years (42.57%), followed by 40–49 years (29.70%). Most had 5–10 years of teaching experience (30.69%), had earned Master's units (56.44%), and occupied Teacher III (27.72%) or Teacher I (24.75%) positions. These characteristics indicate a teaching workforce with varied professional experience and educational qualifications. The predominance of female respondents is consistent with international teaching workforce trends (UNESCO & International Task Force on Teachers for Education 2030, 2024). The respondents' teaching experience may contribute to their understanding of school leadership and management, supporting Nugroho (2024), who emphasized the importance of professional experience in improving teachers' performance and adaptability. Their engagement in graduate studies also reflects the emphasis of the Philippine Professional Standards for Teachers (PPST) on continuous professional development (DepEd, 2017).

3.1.2 Transformational Leadership Practices of School Administrators

School administrators consistently demonstrated transformational leadership practices, with an overall mean of 4.62 (SD = 0.58), interpreted as Always. Idealized Influence obtained the highest mean (M = 4.68), followed by Inspirational Motivation (M = 4.64), Intellectual Stimulation (M = 4.58), and Individualized Consideration (M = 4.57). All dimensions were rated Always, indicating consistent demonstration of transformational leadership behaviors. These findings suggest that administrators demonstrate ethical leadership, inspire shared goals, encourage innovation, and support teachers' professional development. The prominence of Idealized Influence reflects administrators' role as trusted and ethical leaders. This supports Mawira et al. (2023), who associated transformational leadership dimensions with school performance, and Heenan et al. (2023), who emphasized their positive effects on staff motivation, collaboration, and school culture. The findings also reinforce Bass and Riggio (2006), who identified these four dimensions as fundamental components of transformational leadership.

3.1.3 Level of School Operations Management

School operations management obtained an overall mean of 4.34 (SD = 0.65), interpreted as Very High. Human Resource Management received the highest rating (M = 4.50), followed by Instructional Management (M = 4.47), Financial Resource Management (M = 4.33), and School-Community Partnership (M = 4.23), all interpreted as Very High. Physical Resource Management recorded the lowest mean (M = 4.19), interpreted as High. The findings indicate effective management of personnel, instructional programs, financial resources, and stakeholder relationships, while physical resource management remains comparatively less developed. These results align with the School-Based Management principles outlined in DepEd Order No. 83, s. 2012 (DepEd, 2012a), emphasizing governance, accountability, stakeholder participation, and resource management. Similarly, Bayugo et al. (2025) established that effective school-based management and stakeholder engagement are associated with improved school performance, highlighting the importance of coordinated operational practices in sustaining educational quality. (Patiam, 2025; Sison & Fuentes, 2025).

3.2 Relationship Between Transformational Leadership Practices and School Operations Management

The correlation analysis revealed a very strong positive and statistically significant relationship between transformational leadership practices and school operations management ($r = .72$, $p < .001$). The result indicates that higher levels of transformational leadership practices are associated with higher levels of school operations management. Consequently, the null hypothesis of no significant relationship was rejected at the 0.05 significance level. This finding suggests that ethical leadership, teacher motivation, innovation, and individualized support are associated with effective instructional, personnel, financial, physical, and stakeholder-related management. It supports Alzoraiki et al. (2023), who established the positive influence of transformational leadership on teachers' commitment and sustainable performance. Similarly, Mawira et al. (2023) reported significant relationships between transformational leadership dimensions and institutional performance, reinforcing the importance of transformational leadership in school effectiveness. (Sianipar & Putri, 2024, 2025).

3.3 Transformational Leadership Dimensions as Predictors of School Operations Management

Multiple linear regression analysis revealed a statistically significant model ($F = 27.87$, $p < .001$), explaining 53.7% of the variance in school operations management ($R^2 = 0.537$; adjusted $R^2 = 0.518$). Among the four leadership dimensions, only Idealized Influence significantly predicted school operations management ($\beta = .45$, $p = .013$). Inspirational Motivation ($\beta = -.04$, $p = .838$), Intellectual Stimulation ($\beta = .13$, $p = .415$), and Individualized Consideration ($\beta = .23$, $p = .191$) were not statistically significant predictors. These findings highlight the importance of ethical leadership, integrity, fairness, and commitment to institutional goals in strengthening school operations management. Administrators who demonstrate these qualities may gain teachers' trust and respect, supporting effective organizational practices. This aligns with Bass and Riggio (2006), who emphasized idealized influence as a central transformational leadership dimension that promotes trust, respect, and ethical role modeling. Likewise, Alzoraiki et al. (2023) associated transformational leadership with improved teacher commitment and performance, supporting the relevance of ethical leadership to effective school management.

4. CONCLUSIONS AND RECOMMENDATIONS

The study concludes that school administrators in the selected public secondary schools of the City of Naga Division consistently demonstrate transformational leadership practices, while school operations management is rated at a very high level. Among the leadership dimensions, Idealized Influence received the highest assessment, reflecting administrators' ethical leadership, integrity, and commitment to institutional goals. Human Resource Management emerged as the strongest operational dimension, whereas Physical Resource Management received the lowest assessment. The significant positive relationship between transformational leadership practices and school operations management indicates that stronger leadership practices are associated with more effective management of school operations. Furthermore, Idealized Influence emerged as the only statistically significant predictor, highlighting the importance of ethical conduct, fairness, and role modeling in school administration. Collectively, these findings provide contextual evidence that transformational leadership, particularly Idealized Influence, is closely associated with effective school operations management as perceived by public secondary school teachers.

Based on the findings, school administrators are encouraged to strengthen transformational leadership practices, particularly Idealized Influence, by consistently demonstrating ethical conduct, fairness, integrity, and commitment to institutional goals. The proposed Transformational Leadership Enhancement Plan may be implemented to further develop leadership competencies and sustain effective school operations management. Particular attention should be given to improving Physical Resource Management, which received the lowest assessment among the operational dimensions, while maintaining strong practices in human resource management, instructional management, financial resource management, and school-community partnerships. School administrators should continue promoting teacher collaboration, professional development, stakeholder participation, and responsible resource management to support continuous school improvement. The Schools Division Office may utilize the findings as a basis for leadership development initiatives responsive to the needs of participating schools. Future researchers may examine transformational leadership and school operations management in other educational settings and consider additional leadership or organizational variables to validate and extend the findings.

The study was limited to 101 public secondary school teachers from Naga National High School and Naga Senior High School in the City of Naga Division during School Year 2025–2026. Although census sampling was employed, participation was confined to two purposively selected schools, limiting the generalizability of the findings to other educational settings. Furthermore, the study relied on teachers' self-reported perceptions of transformational leadership practices and school operations management. Its descriptive-correlational design established statistical relationships but did not determine causality. Future studies may include additional schools, broader respondent groups, and other organizational variables to strengthen the applicability and contextual understanding of the findings.

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