Research Article

An Assessment of Transformational Leadership of School Heads and Its Relationship to the School Climate

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ABSTRACT

Attaining high levels of learning outcomes has been the core of school management, operations, and teaching. Correspondingly, various programs, projects, and activities of the Department of Education (DepEd) aimed toward the recovery and enhancement of learning, and ultimately the holistic development of the youth have been implemented every academic year. Some of the key factors for pupils' learning and holistic development are the provision of a positive school climate and the leadership style of the school heads. Hence, this review paper looked into the existing literature for the given key variables and identified the research gap and future research perspectives. The findings showed that there is a significant relationship between idealized influence, inspirational motivation, and personal consideration. As assessed in all the domains of transformational practices of school heads as highly observed, meanwhile, intellectual stimulation does not significantly influence the school climate thus, much effort is required from the school heads to inspire and motivate the teachers to attain higher performance of the students. This paper hopes to contribute to the potential research undertakings in the locale and provide clarity about how transformational leadership impacts school climate which ultimately leads to positive learning outcomes.

Keywords: *Transformational Leadership, Idealized Influence, Inspirational Motivation, Intellectual Stimulation, Personal Consideration, School Climate, School Head*

Introduction

In attaining high levels of learning outcomes, the core of the school management, operations, and teaching should always be monitored and evaluated. Correspondingly, various programs, projects, and activities of the Department of Education (DepEd) aimed toward the recovery and enhancement of

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learning, and ultimately the holistic development of the youth have been implemented every academic year.

Unfortunately, due to the challenges brought about by the pandemic, learning losses have been very high, with the learners' literacy and numeracy at the primary level being the most affected (SDO Bulacan, 2022). Hence, following the progressive expansion of face-to-face classes, the Department developed a learning recovery plan framework to guide schools in addressing learning gaps due to pandemic-related disruptions. This policy is based on learning remediation and intervention, professional development, health, safety, and wellness.

Consequently, the SDO Bulacan issued Division Memorandum no. 141, series of 2022 entitled The Development of the Division Learning Recovery Plan (LRP) which ensured the alignment between schools and SDO LRP based on the context of the division. Also, each school was tasked to craft its LRP based on the context of the school community. Accordingly, various factors affecting learning outcomes have been thoroughly examined. One of the key factors for the learning and holistic development of pupils is school climate. School climate refers to individual perceptions of moral, relational, and institutional aspects of school life.

A growing body of research has confirmed the importance of studying school climate for developing interventions able to reduce problem behaviors and promote student and teacher wellbeing (Grazia & Molinari, 2021). In addition, Ruiz et al. (2018) found that school climate is positively associated with academic achievement, and student safety significantly moderated the relationship between socioeconomic status and academic achievement. Therefore, aside from managing resources properly, school heads must also lead strategically to promote a positive school climate. Besides, leadership in every organization is important to stimulate and align the workers for strategic objectives and valuable operations (Ahmad & Ghayyur, 2014).

Appropriately, education leaders employ leadership practices geared toward the realization of a positive school climate, and ultimately greater learning outcomes. According to Bottomley et al. (2014), there are basic behaviors of leadership required for leaders to be effective and leaders will succeed if they can master these basic behaviors. In any organization, a leader's actions set the stage for how the organization will perform. Likewise, Much of the current leadership research focuses on the characteristics leaders need to be effective. Other research begins to identify the behaviors of effective leaders. In this regard, transformational leadership has been one of the highlighted topics of researchers in educational leadership.

Transformational leaders perform in behavior that permits them to dole out as act models for their followers. They act in manners that inspire and stimulate those concerning them by bestowing challenge and meaning to their followers' work. They need to rouse their followers' efforts and wage distinct attention to every single individual follower's needs for development (Long et al., 2014).

In light of the abovementioned pieces of information, the researchers would like to critically examine the literature on school climate and transformational leadership in the hope of discovering future research perspectives in education.

Methodology
Research Design
The researchers used quantitative research to address the type of data, research process, instrument in collecting data and the purpose of research which utilized open-ended questionnaires or protocols (Civicpartnership.org, 2013). Moreover, the researcher utilized a descriptive correlation research design to establish the relationship between and among variables.

Quantitative observations are made using scientific tools and measurements. The results can be measured or counted, and any other person trying to quantitatively assess the same situation should end up with the same results. In the quantitative method pieces of information that can be counted mathematically, it usually gathered by surveys from large numbers of respondents selected randomly and analyzed using statistical methods Best used to answer what, when, and who questions (Civicpartnership.org, 2013). The researcher

used a quantitative method in conducting research.

Multiple Regressions analysis is an extension of simple linear regression. It is used when we want to predict the value of a variable based on the value of two or more other variables. The variable to be predicted is called the dependent variable (or sometimes, the outcome, target, or criterion variable). The variables that are used to predict the value of the dependent variable are called the independent variables (or sometimes, the predictor, explanatory, or regressor variables) (statistics.laerd.com, 2013).

Respondents of the Study

The total population of the study was 41 respondents who are public school teachers in the understudied locale. Simple random sampling and voluntary sampling were used as the sampling procedure of the study and in compliance with the ethical considerations of the study.

Research Instrument

This study used a self-developed survey questionnaire patterned from the retrieval and synthesis of data from different sources. It is a Likert scale-type questionnaire that ranges from 1 (strongly disagree) to 5 (strongly agree). The constructed survey questionnaire underwent a series of validation and reliability tests to assure its validity and reliability in the context of the respondents of the study. The researcher invited five experts to validate and check the alignment of the self-developed survey questionnaire to the study's rationale. The comments and suggestions were applied to the modification and improvement of the survey tool. The internal consistency was evaluated using a test-retest and split-half method. The computed overall Cronbach's Alpha is equal to 0.93 for the transformational leadership scale and 0.86 for the school climate. These Cronbach's Alpha values make the survey tool reliable.

Data Gathering Procedure

This study used specific steps to impose the collection of data needed for the study. The researcher sought the permission of the school principal together with the Office of the District Supervisor for the implementation of the data collection procedure. After the documentation of necessary procedures, the research instrument was disseminated to the target respondents. Before they participated in the study, they signed an informed consent attesting to their voluntary participation in the study. After the dissemination of the research instrument, the researcher checked all the indicators if all of the boxes were answered.

Ethical Considerations

To establish and safeguard ethics in conducting this study, the researcher firmly observed the following actions towards research ethics: the teacher participants' names, and identities will not be declared in any part of the study and the researcher used codes for them; teachers as the respondents were not emotionally or physically harmed during the conduct of data collection.

The study's participants were not forced to participate, and thus, they had the right to refuse their participation. They had the right to refuse to answer the question if they felt that they were not comfortable with the given question/s. The researcher cited and observed proper referencing of literature and promoted copyright laws. All participants of the study signed informed consent before their participation. Observance of all ethical principles was done during the conduct of the study. Lastly, the researcher declared no conflict of interest in conducting this study.

Results and Discussion

This section presents, analyzes, and interprets the data collected in the study. For an organized presentation and consistent discussion, the data are presented following the order or sequence, to wit: (1) profile of the respondents, (2) descriptive analysis of transformational leadership and school climate (3) relationship between transformational leadership and school climate.

Table 1. Frequency and percentage distribution of respondents in terms of sex

Sex	Frequency	Percentage (%)
Male	3	19.5
Female	33	80.5
Total	**41**	**100**

It is shown in Table 1 the profile of the respondents in terms of sex. It reveals that 33 or 80.5% were female respondents and 8 or 19.5% were male respondents. Therefore, the majority of the respondents were female.

Table 2. Frequency and percentage distribution of respondents in terms of grade level

Grade Level	Frequency	Percentage (%)
Kindergarten	3	7.3
Grade 1-3	13	31.7
Grade 4-6	21	51.2
Grade 7-8	2	4.9
ALS Teacher	2	4.9
Total	**41**	**100**

Table 2 presents the profile of the respondents by grade level. It is disclosed in the study that 21 or 51.2% are Grade 4-6 respondents, 13, or 31.7% are Grade 1-3 respondents, 3, or 7.3% are from Kindergarten, and 2 or 4.9% are from Grade 7-8 and ALS. Therefore, the majority of the respondents were from Grades 4-6 with 21 respondents or 51.2%.

Table 3. Frequency and percentage distribution of respondents in terms of teaching position

Teaching Position	Frequency	Percentage (%)
Teacher I-III	33	80.5
Master Teacher I	7	17.1
Master Teacher II	1	2.4
Total	**41**	**100**

It is shown in Table 3 the profile of the respondent in terms of teaching position. It illuminates that 33 or 80.5% are Teacher I-III respondents, 7, or 17.1% are Master Teacher I respondents, and 1 or 2.4 % are Master Teacher 2. Therefore, the majority of the respondents are Teachers I-III with 33 or 80.5% respondents.

Table 4. Frequency and percentage distribution of respondents in terms of years of teaching

Teaching Position	Frequency	Percentage (%)
1-5	8	19.5
6-10	5	12.2
11-15	8	19.5
16 and above	20	48.8
Total	**41**	**100**

Table 4 elucidates the profile of the respondents in terms of years of teaching. The findings reveal that there are 20 or 48.8% of the respondents have a teaching experience of 16 years and above, eight, or 19.5% have a teaching experience of one to five years and 11 to 15 years, and there are five respondents whose teaching experience is six to ten years.

Table 5. Weighted and Standard Deviation of the Transformational Leadership

Sub-variables	Mean	SD	Interpretation
1. Idealized Influence	4.49	0.32	Agree
2. Inspirational Motivation	4.61	0.41	Strongly Agree
3. Intellectual Stimulation	4.43	0.46	Agree
4. Personal Consideration	4.63	0.42	Strongly Agree
Average	**4.54**	**0.40**	**Strongly Agree**

From Table 5, it can be noted that the most dominant factor in this study is personal consideration with a mean value of 4.6 followed by 4.60 of inspirational motivation, the next is idealized influence with a mean value of 4.49, and followed by intellectual stimulation with a mean value of 4.43, this means that there were an evident positive inter-related of each independent variable.

This implies that principals or school heads as transformational leaders are compassionate and considerate to their people in the school. Moreso, the school leaders know how to connect to their people personally while still applying the utmost professionalism.

Table 6. Weighted and Standard Deviation of the School Climate

Sub-variables	Mean	SD	Interpretation
1. Collegial Leadership	4.60	0.49	Strongly Agree
2. Teacher Professionalism	4.53	0.43	Strongly Agree
3. Academic Progress	4.48	0.39	Agree
4. Community Engagement	4.39	0.40	Agree
Average	**4.50**	**0.43**	**Strongly Agree**

From Table 6, it can be noted that the most dominant factor of the school climate variable is collegial leadership with a mean value of 4.60 followed by 4.43 for teacher professionalism, the next is academic progress with a mean value of 4.48 and followed by community engagement with a mean value of 4.39, this means that there were an evident positive inter-related of each dependent variable

The findings connote that the school practices a strong bond of culture, a culture that is amenable and accepted by every internal stakeholder in the school. Moreover, stakeholders are doing their job and satisfying their client's expectations. They also have shared values to surpass everyday challenges and turn them into opportunities. This conforms with the findings of Alvesson (2013) and Dela Cruz (2019), who claimed that individuals prefer a culture that promotes peaceful cohabitation and very positive-sounding qualities, attitudes, and conduct ostensibly favorable to the accomplishment of organizational goals (Hero, 2020).

Table 7. Multiple Regression Analysis of Transformational Leadership and School Climate

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.600	.677		.885	.382
IIQT	.685	.239	.601	2.864	.007
IMQT	.088	.183	.498	1.481	.033
ISQT	-.169	.133	-.211	-1.263	.215
PCQT	.095	.147	.108	.646	.021

a. Dependent Variable: SCMT

The test using SPSS for the variable X1 Idealized Influence obtained the t=value of 2.864 with a significance level of 0.007. By using the 0.05 limit, the significance value is smaller than the level of 5%, For the variable X2 Inspirational Motivation with t=1.481 with a significance level of .033, by using the .005 limit, the significance value is smaller than the level of 5%. For the variable X3 Intellectual Stimulation with t=-1.263 and with a significant value of .215 which is higher than the level of significance of 5%. For the variable X4 Personal Consideration with t= .646 and a significant value of .021 is lower than the significant level of .05. Thus, the variables Idealized Influence,

Inspirational Motivation, and Personal Consideration are significant as shown in the table above that all the significant value is lower than significant level of .05, Hence, the variable Intellectual stimulation is not significant as the significant value is higher than its significant level of .05.

Coefficient Determination (R^2)

The coefficient of determination (R^2) essentially measures how much the ability of the model to explain the variations dependent variable. The coefficient of determination is between zero and one. The coefficient of determination is represented in Table 4.48 below:

Model Summary

Model	R	R Square	Adjusted R Square
1	.642[a]	.412	.347

a. Predictors: (Constant), PCQT, ISQT, IMQT, IIQT

b. Dependent Variable: SCMT

Results calculated using SPSS can be seen that the R square value of 0.412 is obtained. The 41.2% means that school climate can be explained by the variable Idealized Influence, Inspirational Motivation, Intellectual

Stimulation, and Personal Consideration while the rest which is 58.8% of school climate is influenced by other variables which are not examined in this research.

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.238	4	.560	6.316	.001[a]
	Residual	3.190	36	.089		
	Total	5.428	40			

a. Predictors: (Constant), PCQT, ISQT, IMQT, IIQT

b. Dependent Variable: SCMT

From Table 6, testing the effect of independent variables together on dependent variables is done by using the F-Test. The result of this F-test shows the F value = 6.316 with a significance level of 0.000. The F table value is found on the F table with df1 = 4 and df2 = 36, thus the F table value is 2.42. F value > F table (6.316 > 2.42) and significance level is 0.001 (< 0.005) means that simultaneously the Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Personal Consideration have a significant impact on school climate.

Conclusion

Based on the results provide quantitative data. First, it can be concluded that a relationship exists between the leadership styles of principals and school climate in line with several studies that have shown that principals must be able to effectively and efficiently implement school reforms although, the research indicates that the school culture significantly impacts the teachers' performance it is typically an area that is overlooked by school leaders. In addition, little is known about how the leadership style of the principal connects to the school climate. Therefore, it is fundamental

that the principal have a comprehensive understanding of how their leadership behavior shapes the culture of the school.

There is a significant relationship between the Idealized Influence obtained with the t=value of 2.864 with a significance level of 0.007, Inspirational Motivation with t=1.481 with significance level .033, by using the .005 limit, the significance value is smaller than the level of 5% and Personal Consideration with t= .646 and significant value of .021 is lower than significant level of .05 similar to the findings of the research of Buenvinida & Ramos (2019) were the teachers assessed all the domains (Idealized Influence, Inspirational Motivation, and Personal Consideration) of the transformational practices of school heads as highly observed. Nevertheless, intellectual stimulation does not significantly influence the school climate thus, much effort is required from the school heads to inspire and motivate the teachers to attain higher performance of the students.

The relative contribution of transformational leadership to school climate is the need for school improvement challenges educators to continually strive for change; this may be accomplished through the utilization of transformational leadership and improved school climate. Leithwood et al. (1999) described transformational leadership as the ability to restructure, develop a shared vision, and distribute leadership, while building a school culture and climate that promotes successful academic change. Numerous researchers have studied the effects of transformational leadership on school restructuring and their findings support the belief that transformational leadership strongly contributes to overall school improvement (Leithwood, 1994; Silins, 1994)

Furthermore, the pedagogical implications of the study suggest a call for the numerous demands placed on school administrators (e.g. involvement of local and national policies, parents, and community members) through their set expectations. Moreover, it is paramount for school leaders to nurture and sustain a school culture promoting collaboration thus, to facilitate a trusting collaborative environment, school leaders must establish and maintain a focus on positive working relationships.

Recommendation

Due to the inevitable changes in the field of education where it requires a diverse behavior, skills, and competencies of school leaders. The researchers recommend for a comprehensive review of the trainings, seminars, and workshops conducted. Besides, from a theoretical perspective, this will also serve to generate discussion and debate on the impact that specific disciplinary backgrounds appear to have on leadership transformation style. Also, this will serve as a platform to inform policy and practices in education today to seek and strengthen leadership capabilities to face the increasing challenges of centralization and efficiency.

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