

Dimension of Transformational Leadership and the Organizational Performance of Designated School Heads in the Mainland District in Sultan Kudarat

Ricky B. Padilla

Department of Education, Sultan Kudarat State University

DOI: <https://dx.doi.org/10.47772/IJRISS.2025.914MG0067>

Received: 28 March 2025; Accepted: 02 April 2025; Published: 06 May 2025

INTRODUCTION

Background of the Study

Educational institutions faced with many challenges that require innovative approaches in the dynamic and ever-changing field of educational management. Effective leadership is important, emphasizing on transformational leadership that will help educators and administrators to guide through complexities. Ultimately, this approach to leadership helps solve daily operational obstacles while guaranteeing teacher's motivation and commitment towards academic objectives. Research shows that capable leaders are responsible for the majority of success in schools.

Moreover, in the realm of educational management today, institutions poses a multifaceted challenge, particularly due to their operation within an environment characterized by continual change and uncertainty (Teece, 2017). This educational landscape necessitates innovative approaches to managing human capital, emphasizing the imparting of skills to address the complexities of daily challenges encountered by educators and staff (Cheung and Wong, 2011). Scholars in educational leadership, such as Bass and Bass (2008) and Thorpe et al. (2011), argue that transformative leadership is indispensable in the contemporary academic milieu.

Leaders must possess a deep understanding of the intricacies of the educational environment and be attuned to the needs of faculty and staff, ensuring their motivation towards achieving educational goals. Research underscores the paramount importance of adept leadership; for instance, Saleh et al. (2018) posit that effective leadership within educational management plays a crucial role in achieving high performance. The significant role of transformative leadership lies in orchestrating human capital, fostering motivation, and productivity within the educational setting.

Organizations play an important role in our daily lives. They are considered to be the engine that drives a nation's economic, social, and political progress (El-Masri et al., 2015). Given that organizations face constant change in the environment surrounding them, managers and organizations have been urged to become more sensitive regarding employee and firm performance (Shahin et al., 2014; Masa'deh et al., 2015). Therefore, organizational performance has become a topic of interest for all organizations, profit or non-profit, and managers are interested in figuring out which factors influence organizational performance in order to take appropriate steps to initiate them (Shannak et al., 2012; Alenezi et al., 2015).

Managing educational institutions in the present global educational landscape is a difficult task because of the changing and uncertain nature of international settings (Teece 2017). This calls for innovative ways of managing human capital with focus on the development of day to day problem-solving skills (Cheung and Wong 2011). According to Bass and Bass (2008) as well as Thorpe et al. (2011), eminences in educational leadership, effective leadership is crucial in today's education. Therefore, leaders need to understand intricacies that go along with international education system while taking care of teachers and staffs so as to encourage them towards achieving academic goals. Thus, effective leadership is always imperative for any high performance according to studies such as those by Saleh et al. (2018) among others done at an international level within educational institutions.

Also, educational management in various institutions tackles the risk of dealing with challenges and opportunities that come with respective countries that are unique. The Philippines' education system is similarly subjected to particular cultural differences, local policy variations and socio-economic factors. In this case, there is a greater need for effective leadership in learning institutions as argued by Bass and Bass (2008) and Thorpe et al. (2011) to cope with intricacies of the country's population at large. Some studies have shown that good leadership practices are crucial for high performance in education sectors such as Saleh et al (2018).

Zooming into the local context of educational management, the Department of Education in Isulan, Sultan Kudarat, encounters specific challenges and opportunities unique to its setting. Leadership practices play a significant role in shaping the educational experience at this local level. Effective leaders are required to understand the nature of the local environment, addressing the needs of educators and staff to motivate them toward achieving educational goals. This local perspective underscores the importance of tailoring leadership approaches to the specific challenges faced by educational institutions in Isulan, Sultan Kudarat.

However, despite the amount of literature available on leadership in education, there is a deficiency of studies that investigate dimensions of transformative leadership in the educational aspect. Although some international and national researches are vital, it would be also necessary to see into more details in the department of education in local level such as Isulan, Sultan Kudarat to know unique difficulties and opportunities in this situation. The purpose of this study is to comprehensively investigate the dimension of transformational leadership and the organizational performance within the Department of Education in Isulan, Sultan Kudarat. By conducting this, the study aims to provide insights into the effectiveness of different leadership styles at the local level. The research seeks to bridge the identified gap in the literature and offer practical recommendations for enhancing educational leadership.

Theoretical Framework

The theoretical framework for this study is grounded in Transformational Leadership Theory, Resource-Based Theory (RBT), and Social Exchange Theory (SET), each offering a unique perspective on the relationship between leadership and organizational performance. Transformational Leadership Theory, developed by Burns (1978) and further refined by Bass (1985), suggests that leaders who exhibit idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration can significantly enhance organizational performance. These dimensions serve as the independent variables in this study, directly influencing key aspects of organizational performance, such as productivity, employee satisfaction, innovation, and financial performance (Bass & Riggio, 2006).

Resource-Based Theory (RBT), first articulated by Penrose (1959) and later advanced by Barney (1991), provides a framework for understanding how effective management of internal resources can lead to sustained competitive advantage. In educational institutions, transformational leaders leverage these internal resources to foster an environment conducive to innovation and efficiency, thereby impacting the dependent variables of productivity, employee satisfaction, innovation, and financial performance (Barney, 1991; Wernerfelt, 1984). RBT emphasizes the importance of internal organizational strengths, which transformational leaders can harness to drive overall performance.

Social Exchange Theory (SET), introduced by Homans (1958) and further developed by Blau (1964) and Thibaut & Kelley (1959), underscores the significance of reciprocal relationships within organizations. Transformational leaders, through their supportive and motivational behaviors, create positive exchange environments that enhance employee satisfaction and organizational commitment. This reciprocal relationship is a critical factor in improving organizational performance, aligning with the principles of SET. By integrating Transformational Leadership Theory, RBT, and SET, this study highlights how transformational leadership dimensions (independent variables) influence organizational performance outcomes (dependent variables) within the Department of Education in mainland districts of Sultan Kudarat.

Conceptual Framework

The ideas that arose from the problem were organized in a logical manner, following a conceptual framework. The main focus is on the Dimension of Transformational Leadership and Organizational Performance of Public

School Principals in the mainland district of Sultan Kudarat. The independent variable of Dimension of Transformative Leadership are the following: charismatic influence, ability to inspire, ability to intellectual innovation and ability to provide personalized support. While the dependent variable of Organizational Performance of designated school heads are the following: Localized Curriculum, Teachers Professional Development, Support to Gender and Development Program and Financial Management.

INDEPENDENT VARIABLES

DEPENDENT VARIABLES

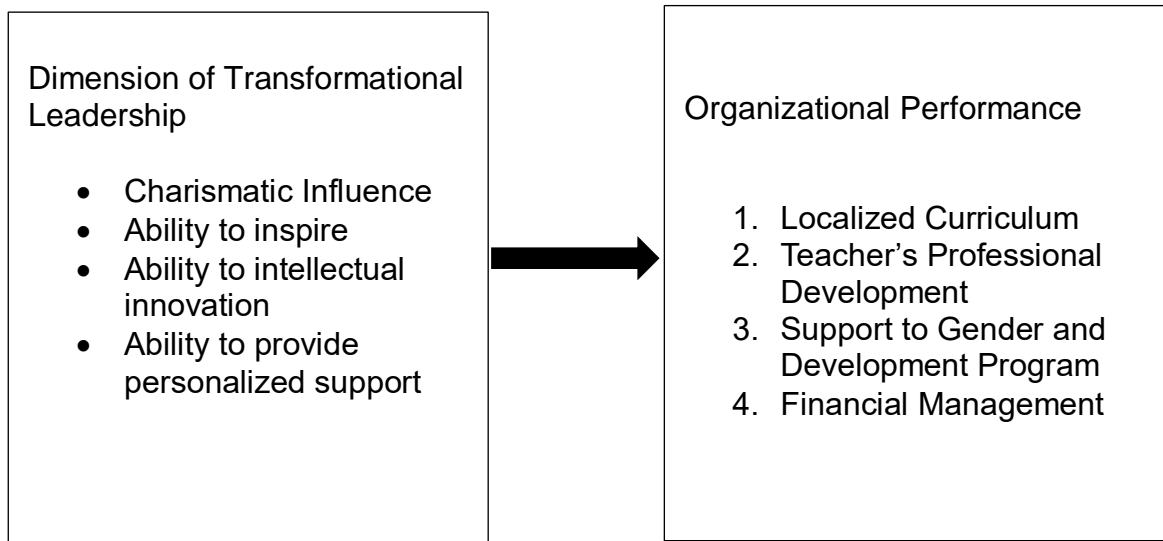


Figure 1. Conceptual Framework of the Study.

Statement of the Problem

Generally, this study aims to assess the impact of dimensions of transformational leadership on organizational performance.

Specifically, this research seeks to answer the following questions:

To what extent are the dimensions of transformational leadership of designated school heads in mainland district in terms of:

charismatic influence ;

ability to inspire;

ability to intellectual innovation; and

ability of provide personalized supports?

To what extent is the organizational performance of designated school heads in mainland district in terms of:

localized curriculum;

teachers' professional development;

support to Gender and Development programs; and

financial management?

Is there a significant relationship between transformational leadership and organizational performance of designated schools heads in mainland district in Sultan Kudarat?

ability to intellectual innovation; and

ability of provide personalized supports?

Hypotheses of the Study

The hypothesis was formulated and tested using a 5% level of significance:

There is a significant relationship between the dimensions of transformational leadership and organizational performance of designated schools heads in mainland districts of Sultan Kudarat?

Significance of the Study

This research holds substantial significance in comprehensively understanding the impact of transformational leadership on organizational performance, particularly in the context of the comparative analysis between traditional and innovative management approaches. The findings of this study will be valuable to various stakeholders, including:

School Heads: This study provides insights into the influence of transformational leadership on organizational performance. School Heads can develop this knowledge to enhance their leadership practices, to foster a positive impact on employee satisfaction, productivity, and innovation.

Policy Makers and Strategists: Policymakers can utilize the study's findings to formulate strategies that encourage the adoption of effective leadership styles within organizations. Strategies may focus on incentivizing the development of transformational leadership skills and promoting a culture that values innovation and employee empowerment.

Educators: Academics and researchers in the field of management and leadership can benefit from this study by gaining a deeper understanding of the dynamics between leadership styles and organizational outcomes. The study contributes to the existing body of knowledge on leadership theories and their practical implications.

Employees: The study outcomes are relevant to the workforce as they shed light on the impact of leadership on their work environment. Employees can gain insights into how different leadership styles may influence their job satisfaction, motivation, and overall work experience.

Future researchers: This study will significantly benefit future researchers by providing a foundation to explore the relationship between transformational leadership and organizational performance, specifically within the context of school leadership.

Scope and Delimitation

The study titled 'Dimension of Transformational Leadership and the Organizational Performance of Designated School Heads in Mainland District' will be focused on examining the perceived impact of transformational leadership within the organizational context. Specifically, the investigation delves into the dimensions of Idealized Influence (Charisma), Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration. The study will involve 150 respondents consists of designated school heads, teachers and parents and teachers association members (PTA). This will be conducted in the 30 different schools identified in this study located in the mainland district of Sultan Kudarat. Further, the study will be administered in the school year 2024-2025.

Definition of Terms

The following terms were defined contextually and operationally to understand the reader and researcher better.

Employee satisfaction is defined as the level of contentment and fulfillment experienced by individuals within the organization concerning their work, work environment, and overall employment experience.

Financial performance denotes the economic success of the organization, measured through key financial indicators such as revenue, profitability, and return on investment.

Idealized (Charismatic) Leadership refers to the ability of a leader to inspire admiration, trust, and loyalty among followers through their strong personal qualities, vision, and ethical behavior.

Inspirational motivation entails the ability of a leader to inspire and motivate followers by articulating a compelling vision for the future, setting challenging goals, and fostering enthusiasm and commitment among team members.

Innovation is operationalized as the organization's ability to generate and implement new ideas, processes, or products, reflecting a culture that encourages creativity and continuous improvement.

Intellectual stimulation refers to the leader's ability to stimulate creativity, innovation, and critical thinking among followers by encouraging them to question assumptions, explore new ideas, and seek alternative solutions to problems.

Individualized consideration involves the leader's attentiveness to the individual needs, strengths, and aspirations of each follower, providing personalized support, coaching, and development opportunities to help them reach their full potential.

Organizational performance is operationalized as the overall effectiveness and efficiency of an organization, encompassing key indicators such as employee satisfaction, productivity, innovation, and financial performance.

Traditional management approaches in this study denote conventional leadership styles and organizational practices that adhere to established norms and hierarchical structures, emphasizing stability and adherence to existing processes.

Innovative Management Approaches refer to leadership styles and organizational practices that embrace change, encourage creativity, and prioritize flexibility and adaptability to respond to dynamic and evolving business environments.

REVIEW OF RELATED LITERATURE AND STUDIES

This section contains detailed information on related review literature, which directly influences the theoretical framework's development and provides direction for study.

Dimension of Transformational Leadership

Many researchers have studied and defined leadership. Robbins and Coulter (2017) defined leadership as the process of leading a group and influencing that group to achieve its goals. It is what leaders do. Leaders high in emotional intelligence can positively influence workers' output through self-awareness, self-management, social awareness, and relationship management (Suifan et al., 2018). Leadership styles represent the recurring patterns of behaviours exhibited by leaders (Schermerhorn, 2013). Leaders tend to maintain interaction and participation of team members, deal with different personalities, and thus create a base to study the transformational leadership style as well as transactional leadership style (Dias and Borges, 2016).

Specifically, a transformational leader is one who motivates followers to perform beyond expectations (Bass, 1985). Burns in 1978 defined transformational leadership as the process in which leaders and followers coordinated toward greater ranks of inspiration and morality. Transformational leaders are those who can influence the favorable reaction of their subordinates, which accordingly results in high performance (Geoghegan and Dulewicz, 2008). Bass and Avolio (1995) demonstrated that there are basic dimensions of transformational leadership: charismatic influence, individualized consideration, inspirational motivation, and intellectual stimulation.

Through idealized influence, leaders motivate followers to see them as role models (Sarros and Santora, 2001). It can also refer to the leaders who have formal power and influence to help followers acknowledge them as their role models (Mittal and Dhar, 2015). Here, the leader has a strong sense of mission and transmits that mission to his followers; he instils respect and faith in them (Hater and Bass, 1988). Thus, make followers perform beyond expectations and have energy to achieve higher performance (Amabile et al., 2004). Idealized influence leaders exhibit persistence and determination in achieving goals, showing ethical norms and values, they care of others rather than themselves, they try to satisfy followers' needs and they share successes with them (Limsila and Ogunlana, 2008).

Using individualized consideration, the leader treats followers as individuals and not just members of a group, this includes teaching and coaching them, helping them develop their strengths, and also, listening carefully to them (Bass and Avolio, 1994).

Individualized consideration means that leaders give special attention to the followers' needs, appreciate high performance and tries to link individual goals with organizational ones (Kasasbeh et al., 2015). Using intellectual stimulation, the leader motivates his followers to think in new creative ways and emphasize problem solving depending on logical sense before taking actions (Hater and Bass, 1988). Intellectual stimulation is about challenging the followers to originate new and different solutions for problems (Jyoti and Dev, 2015). It refers to the leader's ability to help followers to make their own decisions and to rethink the old practices in an original manner (Weib and Süb, 2016).

Through inspirational motivation, the leader encourages his/her followers to go beyond self-interests for the public good, providing them support to overcome all problems and barriers, and helping them be optimistic for the future (Bass and Avolio, 1994). Inspirational motivation refers to the leader's ability to raise the followers' ability to achieve beyond their expectations (Mittal and Dhar, 2015). Inspirational motivation leader has a strong vision for future in which he/she inspires the followers to challenge themselves to achieve high performance (Hyypia and Parjanen, 2013).

Even though there many theories regarding leadership, transformational leadership has been the most frequently supported leadership theory over the past two decades (Guay, 2013; Hassouna et al., 2015).

Transformational leadership has gone through a number of iterations in terms of its definition. Transformational leadership can be defined as "leadership that transforms individuals and organization through as appeal to values and long term goals" (Muijs, 2011, p.49). According to Du et al (2013) the transformational leader is one that articulates a shared vision of the future, stimulates followers intellectually, and recognizes the differences between employees. Rao (2014) referred to transformational leadership as a process of developing people and organizations by achieving laid out goals and objectives and reinforcing values and ethics among people. Transformational leadership can also be defined as "a motivational leadership style which includes presenting a clear organizational vision and inspiring employees to work towards this vision through establishing connections with employees, understanding employees' needs, and helping employees reach their potential, contributes to good outcomes for the organization" (Fitzgerald and Schutte, 2010).

The effectiveness of a transformational leader is affected mainly by three factors: the organization's position on the continuum of organizational receptivity, the degree of correspondence between the transformational process required by the organization's position and the actual transformational process undertaken, and the transformational leader's capabilities for undertaking the appropriate transformational process (Beugre', 2006).

Moreover, Dimension of Transformational Leadership Al Qu'raan 2015 entitled The impact of transformational leadership on organizational change management: case study at Jordan Ahli Bank findings showed that transformational leadership affects the management of organizational change. A positive correlation was found between transformational leadership dimensions (ideal influence, inspirational motivation, intellectual stimulation, individual thinking, and empowerment) as independent variables, and structural change, technological change, and organizational change of personnel as dependent variables. There is a positive relationship between the dimensions of transformational leadership (ideal influence, inspirational motivation, intellectual stimulation, and empowerment) and the management of change. This shows that transformational

leadership is very effective in developing and changing organizations because transformational leaders work to make a difference and take on the responsibility of creating change.

Furthermore, transformational leadership consists of four dimensions which include: idealized (Charismatic) influence which emphasizes trust, values and ethics. The leader here also instils pride, faith, respect and sees what is really important and transmits a sense of mission. Inspirational motivation consists of leaders providing meaning and challenge to followers' work and using inspirational messages to arouse emotions. In addition, the leader uses symbols and emotional appeals to focus followers' efforts thus encouraging them to achieve more than they would base on their own self-interest. Intellectual stimulation encourages new ways of thinking by challenging old assumptions, beliefs, and traditions and stress the importance of problem solving skills and the use of reasoning. Followers are also encouraged to challenge the status quo, question old assumptions, reformulate problems, satisfy their intellectual curiosity and use their imagination. Individualized consideration refers to leaders to who are considerate of followers' needs, abilities, and goals and provide the necessary coaching and mentoring. The leader also delegates projects in order to stimulate learning experiences (Guay, 2013; Cheung and Wong, 2011).

Idealized influence and inspirational leadership can be seen when a leader envisions a desirable future, provides direction of how to achieve it, sets an example to be followed, sets high performance standards, and shows determination and confidence. Intellectual stimulation is displayed when the leader helps the followers to become more innovative and creative. Individual consideration is displayed when leaders support and coach followers to further their development needs (Erkutlu, 2008).

As a result, transformational leadership is considered the best style for organizations wanting to introduce some sort of change to the organization as the transformational style creates change in the lives of people and organizations by changing and redesigning the perceptions, values, expectation, and aspirations held by employees (Bacha, 2014). In addition, it can lead to longer-term change and more genuine organizational reform by increasing the employees' perception of the importance of organizational goals pursued, transcending employees' own self-interests and driving them to address higher-level needs all in pursuit of what is good for the organization (Muijs, 2011; Guay, 2013). Moreover, in the study of Nguni, Slegers, & Denessen (2006), they found that transformational leadership positively affects teacher commitment and school performance

Transformational Leadership: Charismatic Influence

Idealized Influence, a core component of transformational leadership, emphasizes the leader's ability to inspire and gain the trust and admiration of followers through charismatic qualities. Extensive literature underscores the positive impact of idealized influence on organizational outcomes, including enhanced employee commitment, loyalty, and job satisfaction. Research by Bass and Riggio (2006) suggests that leaders exhibiting charismatic behaviors tend to cultivate a sense of shared vision and purpose, fostering a more cohesive and motivated workforce. Furthermore, House (1977) posits that charismatic leaders can generate high levels of enthusiasm and dedication among followers by articulating an inspiring vision and demonstrating commitment to that vision.

Additional studies reinforce the significant role of idealized influence in driving positive organizational outcomes. Shamir, House, and Arthur (1993) found that charismatic leaders can enhance followers' self-concept, leading to increased motivation and performance. Conger and Kanungo (1987) argue that the behaviors associated with charismatic leadership, such as demonstrating confidence and articulating high expectations, contribute to followers' trust and respect, thereby strengthening organizational commitment. Avolio and Yammarino (2002) further highlight that charismatic leaders are instrumental in creating a strong organizational identity and culture, which can lead to improved overall performance and employee satisfaction.

Moreover, Podsakoff, MacKenzie, Moorman, and Fetter (1990) emphasize that idealized influence not only affects immediate followers but also sets a tone for the entire organization, promoting a culture of excellence and high ethical standards. Their research indicates that followers are more likely to emulate the values and behaviors of leaders perceived as charismatic, contributing to an organizational culture grounded in shared beliefs and a strong sense of identity. This body of evidence underscores the critical role of idealized influence in transformational leadership and its profound impact on organizational dynamics and outcomes.

Transformational Leadership: Ability to Inspire

Inspirational Motivation, a key aspect of transformational leadership, involves a leader's ability to communicate a compelling vision that motivates and energizes followers. Extensive research supports the positive impact of inspirational motivation on organizational outcomes, including increased employee commitment, creativity, and performance. Avolio et al. (2009) found that leaders who effectively articulate a meaningful vision foster a sense of purpose and optimism, resulting in higher levels of effort from followers. This aligns with findings by Bass and Riggio (2006), who noted that inspirational leaders promote a sense of shared purpose and collective effort.

Moreover, inspirational motivation is closely linked to organizational innovation. Research indicates that employees are more likely to engage in creative problem-solving and pursue excellence when inspired by a meaningful vision set forth by their leaders. This motivational influence not only drives individual performance but also enhances overall organizational effectiveness. Studies by Sarros, Cooper, and Santora (2008) emphasize that transformational leaders who inspire and motivate their teams create a climate conducive to innovation and high performance, demonstrating the pivotal role of inspirational motivation in achieving organizational success.

School leaders improve teaching and learning indirectly and most powerfully through their influence on staff motivation, commitment and working conditions. A key task for leadership, if it is to influence student learning and achievement, is to improve staff performance. Such performance is a function of staff members' motivations, commitments, capacities (skills and knowledge) and the conditions in which they work. Considerable emphasis has recently been placed on school leaders' contributions to building staff capacity in particular; this links with the leadership dimension 'Developing people' in the IMPACT research.

This emphasis is reflected, for example, in the popularity in many countries of the term 'instructional leadership' and in fledgling efforts to discover the curriculum content knowledge that successful school leaders should possess (as discussed earlier in this review). Recent research in the US demonstrates that the exercise of instructional leadership was much easier in elementary than in secondary schools, reflecting the greater complexity and size of secondary schools and the range of curriculum knowledge required.¹⁶⁷ In secondary schools it is likely that the Head of Department plays a more important instructional and curriculum leadership role.¹⁶⁸ The nature of the evidence of leaders' strong and positive influences on staff motivation, commitment and beliefs about supportiveness of their working conditions has been illustrated by the results of a study carried out across England.¹⁶⁹ Based on a national sample of teacher survey responses, the study enquired about the effects of most of the basic or core transformational leadership practices, as enacted by school leaders, on teachers' implementation of the Primary Strategies (originally the National Literacy Strategy and National Numeracy Strategy) and the subsequent effects of such implementation on student learning and achievement. The model indicates that the more school leaders enacted the core leadership practices described earlier, the greater was their influence on teachers' capacities, motivation and beliefs about the supportiveness of their working conditions. In turn these capacities, motivations and beliefs had a significant influence on classroom practices. The influence of leadership practices was strongest on teachers' beliefs about working conditions, followed by their motivation to implement the Primary Strategies, and then by their views of their preparedness to implement those strategies. This study, along with other evidence,¹⁷⁰ points to the importance of leadership – alongside other mediating influences – in shaping teachers' commitment, resilience and effectiveness, and highlights the key role of emotional understanding in successful leadership. A Leadership Framework used in Ontario, Canada, outlines three Personal Leadership Resources and associated skills that successful leaders should apply. In addition to cognitive resources the Framework includes social resources, useful for interactions and communication, and psychological resources, which relate more to school leaders' personalities, thus it emphasizes that inspirational leadership in schools significantly boosts teacher motivation and organizational commitment. (Leithwood and Jantzi (2006)

Transformational Leadership: Ability to intellectual innovation

Intellectual Stimulation is a critical aspect of transformational leadership that involves encouraging followers to think critically and innovatively. Extensive research has shown that leaders who foster intellectual stimulation contribute to a more dynamic and adaptive organizational environment. According to Burns (1978) and later expanded by Bass (1985), intellectual stimulation promotes a culture of continuous learning and problem-

solving, leading to increased adaptability and innovation. This approach encourages employees to challenge assumptions, reframe problems, and consider new perspectives, which is essential for organizational growth and development.

Moreover, the literature suggests that organizations with leaders who encourage intellectual stimulation experience higher levels of employee job satisfaction and engagement. Employees feel valued for their ideas and contributions, which enhances their intrinsic motivation and commitment to the organization. Studies by Bass and Avolio (1994) have highlighted that intellectual stimulation not only fosters individual development but also promotes a collaborative and supportive work environment. This results in improved organizational performance, as employees are more likely to take initiative and contribute to the organization's strategic goals.

Transformational Leadership: Ability to provide personalized supports

Individualized Consideration is a key element of transformational leadership that emphasizes the leader's commitment to understanding and responding to the unique needs and development of each follower. Numerous studies have highlighted the positive impact of individualized consideration on employee satisfaction, motivation, and performance. Bass (1985) posited that leaders who provide individualized consideration create a supportive and nurturing work environment, fostering a sense of belonging and personal growth among followers.

The study also emphasizes the role of individualized consideration in talent development. Leaders who invest time in understanding individual strengths and weaknesses can tailor their approach to maximize each team member's potential. This personalized attention enhances employee engagement and encourages continuous personal and professional development. Research underscores the importance of individualized consideration in creating positive and empowering leadership relationships, which contribute significantly to organizational success.

Further, capacity enhancing aligns with Leithwood and Jantzi's (2006) TSL attribute of developing people. The authors claimed that building capacity means providing intellectual stimulation, offering individualized support, and modeling exceptional professional practices and values to followers. In this study, TUSD leaders leveraged the groups' existing dynamics to promote growth and development and enhance instructional practices. Consequently, teachers' capacities were enhanced by the leader's provision of individual support. This personalized support and opportunities helped teachers advance their goals to achieve professional success. This act is what Wiseman (2010) referred to as transformational "multipliers."

ORGANIZATIONAL PERFORMANCE

The definition of organizational effectiveness is controversial (Dikmen et al., 2005; Kim and Hancer, 2010) in which some researchers claim that it encompasses the accomplishment of desired organizational goals, whereas others concur that it is the accomplishment of organizational goals but these are represented through financial results (Andreadis, 2009). Organizational performance means that every individual, as an organizational citizen, should demonstrate behavior and activities such as coming on time, completing tasks, obey to organization's discipline (Rao and Kareem, 2015).

Organizational performance is a complex concept that can be defined in different terms; it can be defined in financial terms such as market share and profits. And also it is often defined in terms of efficiency, effectiveness, and the quality of products and services (Verweire and Berghe, 2004). This means that performance can be used as a strong measure or parameter to know how things are being done. Therefore, it represents an important indicator that can influence future outcomes (Lebas and Euske, 2002). This means that organizational performance is an indicator to measure how well the organization attains its goals and objectives (Hamon, 2003). Organizational performance relates to procedures, methods, physical environment (Alsayed and Suifan, 2017), quality, innovation, job satisfaction, and customer satisfaction (Delaney and Huselid, 1995). Per (Kim, 2006),

organizational performance in the public sector refers to the conformance of managerial and operational activities with the mission of the organization. Thus, Leaders are considered as key drivers of organizational performance within public sector (Brewer and Selden, 2000). Thus, leaders should engage in behaviors that contribute to goals accomplishments in their organizations (Van Wart, 2003).

In the absence of objective data, it is difficult to measure organisational performance as a construct (Kim, 2006), but it can be estimated through perception of the employees in terms of effectiveness, efficiency, Job satisfaction, turnover and loyalty (Brewer and Selden, 2000).

Organizations today are trying to adapt to all the changes surrounding them by improving their performance through the competitive advantage they create (Ramezan et al, 2013; Masa'deh et al., 2015). Researchers have always looked at organizational performance as the ultimate dependent variable concerned with almost every area in management. This is because organizational performance allows researchers to evaluate organizations, their actions, and environments and compare them to those of their rivals (Richard et al, 2006; Obeidat, 2016).

Most literature suggests that when it comes to organizational performance, researchers find it difficult to define, conceptualize, and measure this concept (Taghian et al., 2015). Regarding the definition of organizational performance each person tends to have a different conceptualization of performance in general and organizational performance in particular. From a process point of view, performance refers to the transformation of inputs into outputs to achieve specific outcomes. From an economic point of view, performance is the relation between effective cost, realized output, and achieved outcomes (Abu Jarad et al, 2010; Masa'deh et al., 2016). Organizational performance can be defined as the degree to which an organization is able to meet its own needs and the needs of its stakeholders in order to survive (Griffin, 2003). Carton (2004) suggested that organizational performance is the voluntary association of productive assets that lead to the achievement of shared purpose. Another definition of organizational performance refers to it as “the ability to acquire and process properly human, financial, and physical resources to achieve the goals of the organization” (Ramezan et al, 2013).

Regarding the measurement of organizational performance, there is agreement between scholars that having a performance measurement system in place is crucial for organizations as it provides information on the quality of processes performed within an organization, helps in developing strategic plans, and evaluates the fulfilment of organizational objectives (Abu Jarad et al, 2010; Gavrea et al, 2011; Almajali et al., 2016).

Traditionally organizations measured their performance using financial measures, however these measures have been criticized as they encouraged short-term view, rewarded short-term or incorrect behavior, caused management frustration and resistance, lacked strategic focus and the ability to provide data about quality, and failed to provide information about customer requirements and the quality of competitors' performance (Yukl, 2008; Shahin et al, 2014). Given the downfalls of focusing solely on financial measures organizations have moved to adopting other methods for measuring performance. Kaplan and Norton (1992) developed the balanced score card (BSC) as a method to measure performance. This method provides a comprehensive framework for managers that allow them to modify the strategies of their organizations into a set of performance criteria. Tsai and Yen (2008) suggested that organizational performance can be measured using social and innovative performance in addition to financial and market performance. Mitchell (2002) provided four dimensions for measuring organizational performance which include: relevance of the company to stakeholder needs, effectiveness of the company, the efficiency of the company, and the financial viability of the company. Lee (2008) provides another way for measuring organizational performance through stakeholder satisfaction, organizational communication, team collaboration, strategic performance, knowledge management, and organizational growth. Even though the process of measuring organizational performance is already considered to be complex, it is reported that it will likely become even more complex due to changing stakeholder expectations concerning an organization's economic, social and environmental responsibilities (Hubbard, 2009; Masa'deh et al., 2015).

The performance of organizations is affected by internal and external factors. Internal factors are considered firm specific and include leadership style, organizational culture, job design, and human resource policies. External factors can be the same for all firms, these include market preferences and perceptions, country rules and regulations, and the economy of the country (Chien, 2004; Mirza and Javed, 2013).

In this study the dimensions of financial and non-financial performance will be used to measure organizational performance based on the study conducted by Hernaus et al (2012).

Localized Curriculum

Localization demands the dissemination, adaptation and growth of the paradigm of knowledge, technology, behavioral norms, cultural and local values in a specific situation and a response to the phenomenon of globalization (Moradipour, 2017). Location-based curriculum designing investigates how local region capacities and resources are used as the motivator and source of inspiration of curriculum, and seeks the methods of making meaningful learning experiences more enriched in the geography, history, culture, and individuals in their local region. In the local curriculum, elements are organized on the basis of local culture identities and activities are predicted to realize these goals (Mulla and Adib, 2017). The local curriculum considers developing students' skills, knowledge, abilities, and attitudes in a meaningful and relevant context (Haji Tabar Firouzajae & Mir Arab Razi, 2017). Theories by Cheng (2004) show what policy the educational systems can adopt in relation to localization. In Tree Theory, knowledge is rooted in local values and traditions (Shekari and Mazdaie, 2009). In Crystal Theory (Haji Tabar Firouzajae & Mir Arab Razi, 2017), the design of national and local curricula is related and aligned with the global knowledge (Cheng, 2000). In the Theory of Birdcage (Moradipour, 2017), traditions and local elements should be placed as the bases in the training principles (Nasrabadi et al., 2013). In the Theory of Fungus China (Jiafang, 2013; Daishu, 2009), Turkey (Cirik, 2014), global knowledge must remove the needs of local people. Finally, according to the Theory of Amoeba Mulla and Adib, 2017), the growth and development of local knowledge depends on the useful use of global knowledge (Qasempour Dehaghani, Jafari, and Liaghatdar, 2011). In addition to the Cheng's theories (2004), Lave and Wenger's Situational Learning Theory (1991), Vygotsky's Cultural Theory (1978), Bruner's Theory of Learning Culture (1996), Dewey's Self-Life Education (1897), Kolb's Experiential Learning (1984), and Freire's Human Education (1970) can be a guide for theoretical discussions about the localization of curricula.

In addition, the most recent theories supporting localization include neo-conceptualists Mulla and Adib, 2017), postmodernists Mulla and Adib, 2017), neo-idealists Mulla and Adib, 2017), cultural pluralists, that each one in a way has a particular emphasis on the rights of minorities and the culture (Sharif, 2011; Ghaderi, 2008; ALKAN & ALTUNDAĞ, 2016). Evidence shows that the localization of curricula makes students' academic progress and individual development Mulla and Adib, 2017). In the research of Tulgar (2018), the interaction between teachers' education and its coordination with the mother tongue and intercultural interactions to preserve learners' local culture have been emphasized. Alismail (2016) believed that culture-based education promotes and improves learning and develops students' cultural perspective. According to Demir and Yurdakul (2015), culture-based programs reduced racial and cultural prejudices. Spindler (1987) stated that, teaching and learning are cultural processes that occur in the social context. In order to be able to provide maximum qualitative education to various students, their culture must clearly be understood (Banks & Banks, 2005). In explaining the necessity of localizing the curricula, the existence of various subcultures in Iran should be mentioned. The simultaneous presence of various ethnic groups in a single land is defined as the multiethnic community (Parekh, 2008). Curriculum requires the participation of all influential forces in various stages of decision making, among which teachers due to having familiarity with the students' issues and needs, have a special position and importance (Shawer, 2017). Research by Alismail's (2016), Hong, Chang & Yang (2017), Apple and Smith (2007), Muchenje, F., & Heeralal (2016) and Shawer (2017) outline the importance of teacher's role in curriculum designing. In addition, in Iran, the research conducted by Hajitabar Firojaie and Mir Arab Razi (2016); Sadeghi, Abdolmaleki and Khoda Rahmi (2016); Fahimi and Sheikhzadeh (2013); and Mohammadi, Shirkouh, Kharrazi, Naghikamal, Kazemi Fard and Pourkarim (2016) have investigated the localization of the curriculum according to the teachers' view. McCarthy and Stanton's (2017) research stated that the community's response to

incorporating a local discourse into the region's curriculum and preserving local culture in Indian curricula was required.

The planned curriculum should reflect the culture of the people. Each curriculum is based on culture, generalizations, specialties, and cultural alternatives. These have all been chosen in the curriculum. The headlines of applied curricula are a reflection of culture. Therefore, culture should be applied into the curriculum and curriculum headlines in an integrative way. The curriculum is a real tool to help preserving and acquiring the cultural achievements of a nation (Afforma, 2016). Each of the subcultures has specific religious, linguistic, belief traditions, and different residential place and distinguishes them from other cultures. Schools have roles for the community culture, and in this respect the social studies curriculum has a more important and effective role (Muchenje, F., & Heeralal, 2016). In Turkey, 85 of the 175 goals are related to local goals, including the social studies course (Cirik, 2014). In this regard, the goals of the social studies education program have been determined by the Ministry of Education and Training of Turkey? in a number of domains. Concerning in the cognitive domain, the goals that are related solely to the student's mental activities are considered. In the skill domain, goals that are related to the skills and practical abilities are considered, and in the value domain, the goals that have emotional aspect and show individuals' social attitudes and mindsets are expected. It should be said that dividing the goals into triple domains has face value aspect and is performed to facilitate the lesson planning and there is no clear boundary between them (Kazempour & Ghaffari, 2009). Research of Hamidizadeh, Fathi Vajjargah, Arefi and Mehran (2017) stated that social studies can help localizing the curriculum by proposing culture-related topics.

(Onojerena, Ph.d., 2017), cited that curriculum implementation is one of the important functions of a school manager and it has been receiving the attention of educators, and researchers across the world. In organizational context, curriculum implementation refers to the stage when the curriculum itself as an educational program, is put into effect.

Professional Development

Barry Fishman and his colleagues (April 9, 000) maintain that professional development is all about a process of giving teachers new skills and concepts related to the work of teaching. Beyond this acquisition of new skills, however, is an assumption that this will be translated into improved student learning and achievement once the teacher applies these new skills or knowledge to practice in the classroom. Not all professional development experiences are effective in bringing about student learning gains however, but studies are beginning to emerge that show that those that are researchbased, thoughtfully conceived and delivered, and focused on the right things can, indeed, impact learning. Thomas Guskey (Winter 2005) has had considerable experience in examining the effect of professional development on student learning. He has found that powerful professional development will help the educator acquire the instructional procedures and scientifically researched-based strategies they need to help all students reach the articulated learning goals.

It is important to focus on improving the teacher, according to Guskey, because true educational reform does not take place at the state or district level. Unless, it occurs at the school building and classroom levels, student improvement is unlikely because improvement in education is defined by more students learning better, and that only occurs in the classroom. Susan Murphy (Spring 2005), like Guskey, has discovered the importance of professional development that is focused squarely on increasing teachers' content and pedagogical content knowledge and teaching skills. She has also observed a shift by decisionmakers to seeing and believing that the purpose of professional development is to enhance learning of challenging content for all students. Murphy feels that this shift has led to increased accountability and responsibility of professional development programs to better equip teachers to teach a rigorous curriculum to all students and to ensure that students have every opportunity to meet the highest standards. So, her work clearly establishes professional development as a tool to focus on building the knowledge and skills of teachers which becomes a link to enhanced student outcomes. Murphy also believes that the schools that carefully think about what kinds of professional development programs they need, based on student learning needs, are most successful in improving student learning. These schools analyze data to find out where their students are not succeeding and develop profes ional development

plans related to enhancing teaching and learning in those areas. Schools can measure their return on investment of professional development dollars by gathering evidence of change in teacher practice and student learning outcomes. This incremental effect professional development has on improving individual teacher skills designed to improve individual student learning can have a multiplying effect. Chapman and Harris (Winter 004) believe that professional development will go beyond the classroom and impact total school improvement. They feel that the concept of the “teachers as learner” is key to school improvement and school effectiveness. They found that professional development was one of the most important factors in securing school improvement. And the opposite was as also true; a lack of investing in staff development over time resulted in an erosion of professional confidence and capacity and a major barrier to improving schools.

Though research on the effectiveness of PD has been mixed, positive findings have stimulated a general consensus about typical components of high-quality professional learning for teachers.¹⁶ This consensus, articulated by Desimone (2009) and others, holds that effective PD possesses a robust content focus, features active learning, is collaborative and aligned with relevant curricula and policies, and provides sufficient learning time for participants. Our review confirms and expands upon this five-part framework, providing additional specificity about the types of active and collaborative practices that underlie powerful teacher PD.

Furthermore, it is evident that transformational leadership plays a vital role on how well organizations perform, especially when it comes to school leadership in mainland districts. These leaders have a special ability to inspire and motivate others, which is super important in creating a positive and motivated educational environment (Bass, 1985; Avolio et al., 2009).

Moreover, this study aims to dig deeper into these aspects and provide insights on how school leaders can use transformational practices to improve their organization's performance. By doing so, it'll contribute to our overall understanding of educational leadership and management.

METHODOLOGY

This chapter presents the Research Design, Respondents of the Study, Locale of the Study, Sampling Technique, Research Instrument, Data Gathering Procedure, and Statistical Treatment.

Research Design

This research will make use of descriptive- correlational research design to comprehensively understand the current status and characteristics related to transformational leadership, organizational performance, and management approaches. Descriptive research, as outlined by Gay (1992), involves systematically collecting data to depict the existing state of the subject under study. In this context, the descriptive component seeks to capture the current landscape of leadership practices within the mainland districts in Sultan Kudarat emphasizing transformational, traditional, and innovative approaches.

Moreover, building upon the descriptive phase, the study will incorporate inferential statistics to draw inferences and conclusions based on the gathered observations. Inferential statistics enable the exploration of significant relationship between dimensions of transformational leadership and organizational performance of public-school heads in the mainland districts in Sultan Kudarat. This includes analyzing whether there are meaningful correlations between leadership styles and specific organizational performance indicators, such as employee satisfaction, productivity, and innovation.

Locale of the Study

This study will be conducted at the Municipality of Isulan, in the province of Sultan Kudarat specifically schools located in the mainland district such as Dansuli ES, Datu Talipasan Impao ES, Don Juan P. Gracia Sr. Memorial ES, Impao ES, Isulan Central School SPED Center, Pantig ES, P.C. Bayanihan ES, Arsennio ES, Bonita ES,

Kalawag ES, Villa Clara ES, Bambad Central School, Genzola ES, Kolambog ES, Kudanding ES, Mavemco ES, San Martin ES, Datu Anok O. Galmak ES, D. Lotila E, Kamangan ES, Lagandang ES, Laguilaian Central School, Mantisao ES, New Egana ES, New Pangasinan ES, Tayuyo ES, Bambad NHS, Isulan NHS, Laguilaian NHS, New Pangasinan NHS, and Sultan Ali Alchar Sinenggayan NS.

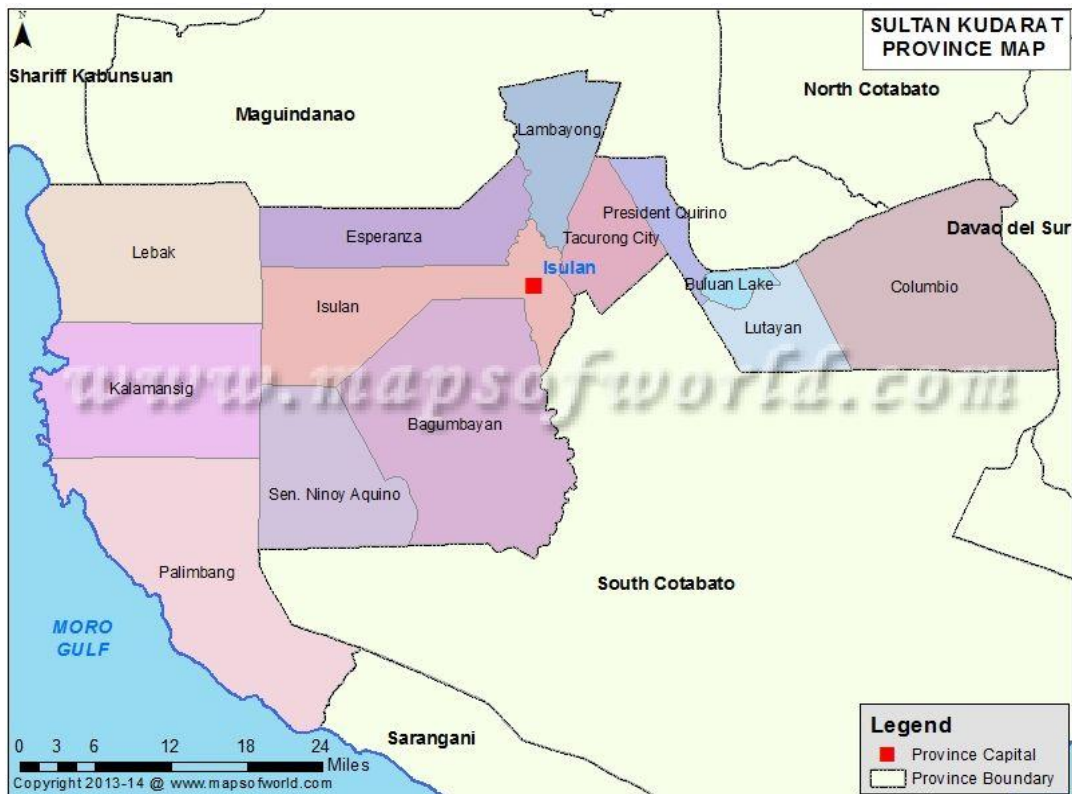


Figure 2. Shows the Map of Sultan Kudarat Province

Respondents of the Study

This research study will identify one designate school head, two teachers and two PTA(Parents and Teachers' Association) members, with a total of 5 respondents per school. There are 30 schools identified in the mainland district of the Municipality of Isulan. Therefore, this research study will have a total of 243 respondents. By including different perspectives from these key stakeholders in the school community, the study will be able to get a comprehensive understanding of how transformational leadership impacts schools. This approach, as Creswell (2014) pointed out, makes the data more valid and reliable since it will get a more detailed and complete picture of the research focus. This method not only makes the data more representative and reliable, but it also helps the researchers to develop policies and practices that meet the needs and expectations of the entire school community.

Data Gathering Instrument

The researcher intends to employ a modified version of the Transformational Leadership Survey originally developed by Cucun Sunaengsi, Aan Komariah, Dedy Achmad Kurniady, Nugraha Suharto, Badrud Tamam2, J. Julia at Universitas Pendidikan Indonesia in 2020. This lifted questionnaire will be utilized to gather relevant data for assessing dimensions of transformational leadership within the context of the present study.

Rating Scale	Range	Verbal Description
5	4.21-5.00	Strongly Agree
4	3.41-4.20	Agree
3	2.61-3.40	Neutral
2	1.81-2.60	Disagree
1	1.00-1.80	Strongly Disagree

Sampling Technique

The study will utilize a complete enumeration sampling method, incorporating one school head, two teachers, and two PTA members from each of the 30 schools in the Mainland District, totalling 150 respondents. This approach will ensure comprehensive data collection from all relevant stakeholders, aligning with Creswell's (2014) assertion that complete enumeration is advantageous in studies with manageable population sizes. This method will enhance the reliability and validity of the study by capturing diverse perspectives, crucial for an in-depth understanding of transformational leadership dimensions and their impact on organizational performance.

Data Gathering Procedure

This study will follow the standard operating procedure in conducting the research. After securing the approval of the Dean of Graduate School to conduct the study, the researcher prepared and executed the following:

A letter request addressed to the Schools Division Superintendent of the Division of Sultan Kudarat to allow the researcher to conduct the study.

Similar letter will be submitted to the different school heads and teachers of the said division.

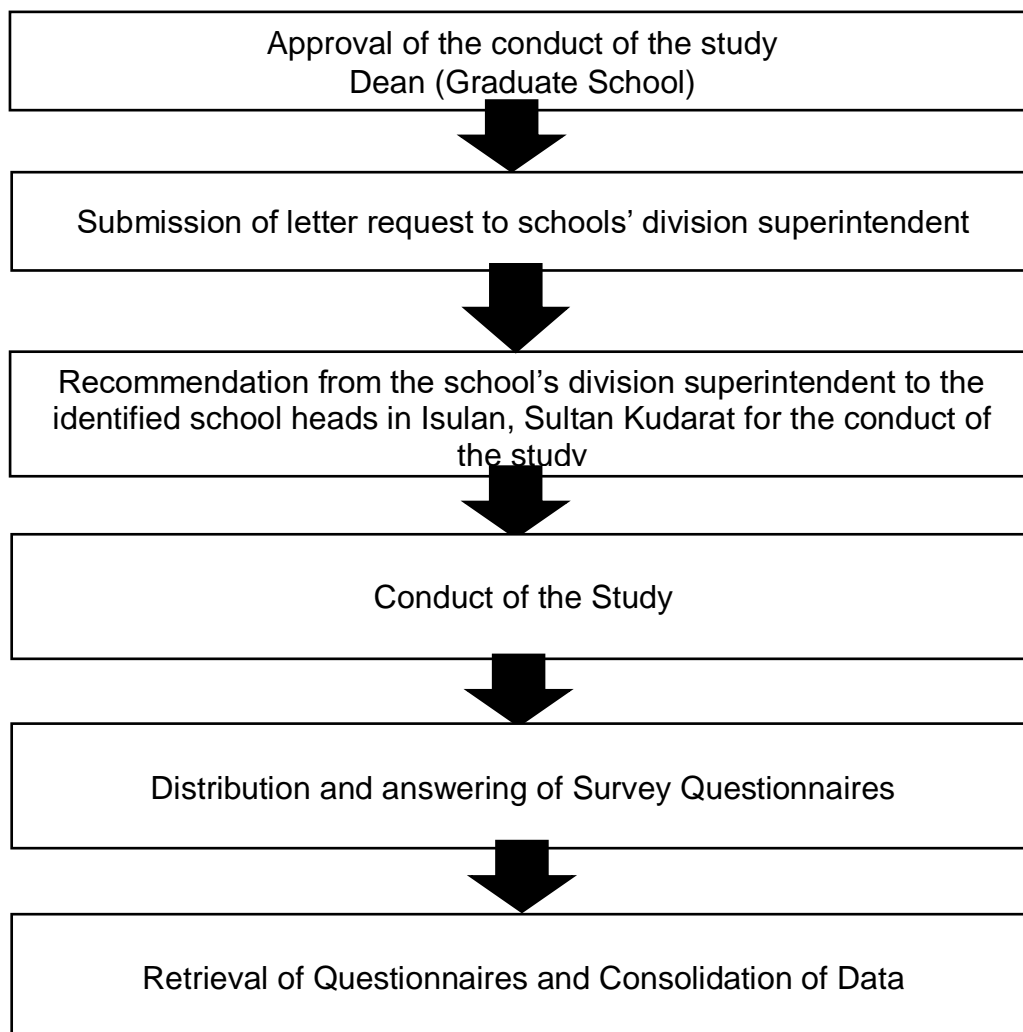


Figure 3. Waterflow diagram of the Data Gathering Procedure.SKSU.2024

Statistical Treatment

Mean will be used to determine the extent of practice of transformational leadership among the designated school heads in mainland districts in Isulan , Sultan Kudarat. In interpreting the results, below is the description.

Data Interpretation to determine extent of practice of transformational leadership of public-school heads.

Numerical Rating	Range of Mean	Verbal Description	Interpretation
5	4.21-5.00	Strongly Agree	This represents the highest level of implementation. The practice is consistently and comprehensively applied across various scenarios, reflecting a thorough and proficient integration of the practice.
4	3.41-4.20	Agree	This suggest a substantial and consistent implementation of the practice. The Majority of the instances or situations involve the application of the practice, demonstrating a commendable level of adherence.
3	2.61-3.40	Neutral	This signifies a reasonable level of implementation, indicating that the practice is observed to moderate extent. There is a noticeable effort to incorporate the practice but there is room for improvement.
2	1.81-2.60	Disagree	This suggests a minimal or sporadic implementation of the practice. While there may be some instances of the practice being applied, it is not consistently or comprehensively followed.
1	1.0-1.80	Strongly Disagree	This indicates that the practice is entirely absent or negligible. There is no observable implementation of the practice in the context under consideration.

Moreover, mean will also be used to assess the organizational performance following the description below.

Data interpretation to determine the organizational performance of public school heads.

Numerical Rating	Range of Mean	Verbal Description	Interpretation
5	4.21-5.00	Highly Satisfy	The performance of the public school head is outstanding, demonstrating exemplary leadership and management skills. The school head consistently exceeds expectations and significantly contributes to the school's success.
4	3.41-4.20	Satisfy	This denotes a high level of performance where the public school head meets and often surpasses the required standards. The school head performs their duties effectively, contributing positively to the school's objectives.
3	2.61-3.40	Neutral	This indicates that the performance of the public school head meets the basic standards and expectations. The school head performs adequately but there may be areas for improvement to achieve higher performance levels.
2	1.81-2.60	Dissatisfy	This suggests that the performance of the public school head is below the desired standards. The school head may have difficulties in fulfilling their responsibilities and there are noticeable areas that require significant improvement.
1	1.00-1.80	Highly Dissatisfy	This rating indicates unsatisfactory performance where the public school head fails to meet the basic standards and expectations. There are serious deficiencies in performance that need to be addressed immediately.

Furthermore, Pearson Correlation Analysis will be utilized to determine the significant relationship between dimensions of transformational leadership and organizational performance among the designated school heads in mainland districts in Sultan Kudarat.

Table 1. Extent of dimensions of transformational leadership of designated school heads in mainland district in terms of Charismatic Influence

	Mean	SD	Description
Leadership has a sense of responsibility in realizing the vision and mission of the organization.	4.67	0.46	Strongly Agree
A leader works in the sustainability and enhancement of organizational productivity.	4.52	0.54	Strongly Agree
A leader must be an effective communicator and responsive listener.	4.58	0.53	Strongly Agree
A leader must be an effective motivator and influencer.	4.54	0.53	Strongly Agree
A leader possesses the capacity to persuade others to make contributions towards the effectiveness and success of the organization.	4.53	0.55	Strongly Agree
Leadership includes the boosting of performance and persuade opportunities to the talents.	4.50	0.60	Strongly Agree
A leader enables the advancement of their subordinates' careers of professional development.	4.35	0.57	Agree
A leader demonstrate commitment in the pursuit of the vision, mission and objectives of the organization.	4.40	0.54	Agree
Mean	4.50	0.54	Strongly Agree

Table 1 reveals the Extent of Dimensions of Transformational Leadership of Designated School Heads in Mainland District in Terms of Charismatic Influence.

The data in Table 1 presents the extent to which school heads exhibit charismatic influence as a dimension of transformational leadership. The overall mean score of 4.50 (SD = 0.54) suggests that respondents generally perceive their leaders as highly charismatic, with a "Strongly Agree" interpretation.

Among the specific indicators, the highest-rated statement is "Leadership has a sense of responsibility in realizing the vision and mission of the organization" (M = 4.67, SD = 0.46), indicating that respondents strongly believe that transformational leaders in their schools are deeply committed to achieving the institution's goals. Other statements such as "A leader must be an effective communicator and responsive listener" (M = 4.58, SD = 0.53) and "A leader must be an effective motivator and influencer" (M = 4.54, SD = 0.53) reinforce the idea that effective leadership is closely tied to strong communication and motivation skills.

The lowest-rated statements, although still interpreted positively, include "A leader enables the advancement of their subordinates' careers of professional development" (M = 4.35, SD = 0.57) and "A leader demonstrates commitment in the pursuit of the vision, mission, and objectives of the organization" (M = 4.40, SD = 0.54).

Overall, the results confirm that transformational school heads exhibit a high degree of charismatic influence, aligning with Bass's Transformational Leadership Theory (1985), which highlights that leader who are visionary, motivational, and persuasive significantly impact organizational effectiveness. The findings also align with studies such as Nguni, Slegers, & Denessen (2006), which found that transformational leadership positively affects teacher commitment and school performance.

Table 2. Extent of dimensions of transformational leadership of designated school heads in mainland district in terms of Ability to inspire

	Mean	SD	Description
Inspiring leader openly shares about him/herself.	4.49	0.57	Agree
A leader is approachable to his/her subordinates and other people.	4.52	0.54	Strongly Agree
A leader with passion to work is truly inspiring.	4.50	0.60	Strongly Agree
An inspiring leader connects and touches lives.	4.40	0.60	Agree
Leadership is setting good example to inspire others.	4.44	0.61	Agree

A leader set high expectations for themselves and their followers, motivating everyone to strive for excellence.	4.40	0.59	Agree
They inspire the team to contribute creatively by outlining a clear vision for innovation.	4.47	0.56	Agree
They develop friendship that shows concern to his subordinates for them to be inspired to perform better.	4.42	0.57	Agree
Mean	4.46	0.57	Agree

Extent of Transformational Leadership of Designated School Heads in Mainland District in Terms of Ability to Inspire

The results in Table 2 revealed the ability of designated school heads to inspire as a dimension of transformational leadership. The overall mean score of 4.46 (SD = 0.57) indicates that respondents generally agree that their school heads exhibit inspiring leadership qualities.

Among the specific indicators, the highest-rated statement is "A leader is approachable to his/her subordinates and other people" (M = 4.52, SD = 0.54), with a "Strongly Agree" rating. This suggests that the approachability of school heads plays a crucial role in inspiring their subordinates. Similarly, the statement "A leader with passion to work is truly inspiring" (M = 4.50, SD = 0.60) also received strong agreement, reinforcing that leader who demonstrate passion and commitment effectively inspire their teams.

On the other hand, the lowest-rated statements include "An inspiring leader connects and touches lives" (M = 4.40, SD = 0.60) and "A leader sets high expectations for themselves and their followers, motivating everyone to strive for excellence" (M = 4.40, SD = 0.59).

Overall, the findings confirm that school heads exhibit a commendable level of inspirational leadership, which aligns with Bass's Transformational Leadership Theory (1985), particularly the dimension of Inspirational Motivation. Transformational leaders inspire followers by creating a compelling vision, demonstrating enthusiasm, and fostering a culture of motivation and innovation. The results also support studies such as Leithwood and Jantzi (2006), which emphasize that inspirational leadership in schools significantly boosts teacher motivation and organizational commitment.

Table 3. Extent of dimensions of transformational leadership of designated school heads in mainland district in terms of Ability for intellectual innovation

	Mean	SD	Description
The leader provides opportunities to training and other skills development.	4.54	0.55	Strongly Agree
He/she motivates people to engage in higher and graduate programs for their career advancement.	4.48	0.55	Agree
He/she exposed his/her subordinates to new learning environment through benchmarking and other undertakings,	4.56	0.53	Strongly Agree
He/she develops new ideas using different artistic techniques to improve the operation of the organization.	4.48	0.52	Agree
He/she encourage innovation and creativity to think differently in decision-making.	4.45	0.54	Agree
He/she assumes the role of a pivotal character, one who initiates task and assess programs of action required for school development.	4.43	0.55	Agree
Mean	4.48	0.54	Agree

Extent of Transformational Leadership of Designated School Heads in Mainland District in Terms of Ability for Intellectual Innovation.

The data presented in Table 3 assesses the extent to which school heads in the mainland district exhibit the Ability for Intellectual Innovation as a dimension of transformational leadership. The overall mean score of 4.48 (SD = 0.54) suggests that respondents generally agree that their school heads foster intellectual innovation within their institutions.

Among the specific indicators, the highest-rated statement is "He/she exposes his/her subordinates to new learning environments through benchmarking and other undertakings" ($M = 4.56$, $SD = 0.53$), indicating that school leaders actively introduce their subordinates to innovative and diverse educational experiences. Following closely is "The leader provides opportunities for training and other skills development" ($M = 4.54$, $SD = 0.55$), demonstrating the emphasis placed on continuous professional development.

On the other hand, the lowest-rated items, though still positive, include "He/she assumes the role of a pivotal character, one who initiates tasks and assesses programs of action required for school development" ($M = 4.43$, $SD = 0.55$) and "He/she encourages innovation and creativity to think differently in decision-making" ($M = 4.45$, $SD = 0.54$).

These findings align the results of the study Bass (2015) which proposes that transformational leadership might intrinsically foster more job satisfaction, given its ability to impart a sense of mission and intellectual stimulation/innovation. Transformational leaders tend to encourage and motivate their followers to take on more responsibility and autonomy (Emery and Barker, 2007), thereby enhancing employees' sense of accomplishment and satisfaction with their job. A relevant study in Ghana by Puni et al. (2018) indicates that transformational leadership and job satisfaction are positively related.

Table 4. Extent of dimensions of transformational leadership of designated school heads in mainland district in terms of ability to provide personalized support

	Mean	SD	Description
Good leadership includes the giving of personal rewards and recognition to the achievements of their people.	4.51	0.46	Strongly Agree
He/she gives moral support to their people especially in times of family crisis.	4.47	0.54	Agree
He/she spends time with his/her colleagues through team building or small gathering activities.	4.48	0.53	Agree
The leader values their people by personally addressing their organizational needs.	4.42	0.53	Agree
The leader is also concerned in the actual status or situations of their people.	4.53	0.54	Strongly Agree
A leader improves the quality of work-life of the members of the organization and build the self-confidence of his followers.	4.43	0.57	Agree
A leader is sensitive and satisfies the needs and expectations of his followers.	4.46	0.57	Agree
He/she put the welfare of others before himself.	4.39	0.58	Agree
Leaders support creative, teacher-facilitated, research based and innovative models of instructions.	4.50	0.56	Strongly Agree
Mean	4.47	0.56	Agree

Extent of Transformational Leadership of Designated School Heads in Mainland District in Terms of Ability to Provide Personalized Support

The data in Table 4 assesses the extent to which school heads provide personalized support as a dimension of transformational leadership. The overall mean score of 4.47 ($SD = 0.56$) indicates that respondents generally agree that their school heads offer personalized support to their subordinates.

Among the specific indicators, the highest-rated statement is "The leader is also concerned in the actual status or situations of their people" ($M = 4.53$, $SD = 0.54$), suggesting that school heads demonstrate empathy and

concern for their team members' well-being. Another highly rated indicator is "Good leadership includes the giving of personal rewards and recognition to the achievements of their people" ($M = 4.51$, $SD = 0.46$), highlighting the importance of acknowledgment and motivation in effective leadership.

On the other hand, the lowest-rated item is "He/she puts the welfare of others before himself" ($M = 4.39$, $SD = 0.58$), though still interpreted positively. This may indicate that while leaders provide support, there is still room to further prioritize the needs of their subordinates over their own. Additionally, "A leader improves the quality of work-life of the members of the organization and builds the self-confidence of his followers" ($M = 4.43$, $SD = 0.57$) suggests a need for enhanced focus on work-life balance initiatives and confidence-building measures.

The findings align with Bass and Avolio's (1994) Transformational Leadership Theory, particularly the Individualized Consideration component, which states that transformational leaders provide personalized coaching, mentoring, and support to their subordinates. Similarly, the results support related research. In this study, TUSD leaders 224 leveraged the groups' existing dynamics to promote growth and development and enhance instructional practices. Consequently, teachers' capacities were enhanced by the leader's provision of individual support. This personalized support and opportunities helped teachers advance their goals to achieve professional success. This act is what Wiseman (2010) referred to as transformational "multipliers."

Table 5. Summary of the Extent of dimensions of transformational leadership of designated school heads in mainland district

	Mean	SD	Description
Charismatic Influence	4.50	0.54	Strongly Agree
Ability to inspire	4.46	0.57	Agree
Ability to intellectual innovation	4.48	0.54	Agree
Ability to provide personalized support	4.47	0.56	Agree
Overall Mean	4.48	0.55	Agree

Summary of the Extent of Transformational Leadership Dimensions of Designated School Heads in Mainland District

The summary of the extent of transformational leadership dimensions among designated school heads in the mainland district shows an overall mean score of 4.48 ($SD = 0.55$), indicating that respondents generally agree that their school heads exhibit transformational leadership qualities. Among the four dimensions, Charismatic Influence received the highest rating ($M = 4.50$, $SD = 0.54$, Strongly Agree), suggesting that leaders are seen as highly influential, inspiring, and capable of motivating their subordinates through their vision and communication skills. This aligns with Bass's Transformational Leadership Theory (1985), which highlights the role of charismatic influence in driving organizational change and fostering commitment among followers.

Meanwhile, the dimensions of Intellectual Innovation ($M = 4.48$, $SD = 0.54$), Ability to Provide Personalized Support ($M = 4.46$, $SD = 0.56$), and Ability to Inspire ($M = 4.46$, $SD = 0.57$) were all positively rated but slightly lower than charismatic influence. These results suggest that while school heads promote innovation, offer personalized support, and inspire their teams, there is room for further enhancement, particularly in strengthening motivation strategies and fostering a culture of continuous intellectual growth and development.

The findings align with study of Al Qu'raan 2015 entitled The impact of transformational leadership on organizational change management: case study at Jordan Ahli Bank findings showed that transformational leadership affects the management of organizational change. A positive correlation was found between transformational leadership dimensions (ideal influence, inspirational motivation, intellectual stimulation, individual thinking, and empowerment) as independent variables, and structural change, technological change, and organizational change of personnel as dependent variables. There is a positive relationship between the dimensions of transformational leadership (ideal influence, inspirational motivation, intellectual stimulation, and empowerment) and the management of change. This shows that transformational leadership is very effective in developing and changing organizations because transformational leaders work to make a difference and take on the responsibility of creating change.

Table 6. Extent of the organizational performance of designated school heads in mainland district in terms of localized curriculum

	Mean	SD	Description
The organization enhances the localized curriculum every three years.	4.45	0.55	Satisfy
The organization enhances the localized curriculum with the participation of stakeholders.	4.44	0.56	Satisfy
The organization implements well the localized curriculum.	4.41	0.55	Satisfy
The localized curriculum includes cultural and regional needs.	4.43	0.56	Satisfy
In the localized curriculum, the learning materials are also locally contextualized.	4.37	0.61	Satisfy
The localized curriculum, the learning materials are also locally contextualized.	4.31	0.59	Satisfy
It recognizes cultural identity and sense of belongingness.	4.41	0.58	Satisfy
The localized curriculum is in consonance with DepEd order.	4.43	0.43	Satisfy
The learning content and materials contains local information, pictures, etc. in the community.	4.50	0.60	Highly Satisfy
Mean	4.42	0.57	Satisfy

Extent of Organizational Performance of Designated School Heads in Mainland District in Terms of Localized Curriculum.

Table 6 presents the extent to which the organizational performance of designated school heads in the mainland district aligns with the localized curriculum. The overall mean score of 4.42 (SD = 0.57) indicates that respondents are generally satisfied with how the localized curriculum is implemented and developed within their schools.

Among the specific indicators, the highest-rated statement is "The learning content and materials contain local information, pictures, etc. in the community" (M = 4.50, SD = 0.60), which received a "Highly Satisfy" rating. This suggests that schools successfully integrate local content into their curriculum, making learning more relevant and contextualized for students. Other highly rated items include "The organization enhances the localized curriculum every three years" (M = 4.45, SD = 0.55) and "The organization enhances the localized curriculum with the participation of stakeholders" (M = 4.44, SD = 0.56), highlighting the regular review process and stakeholder involvement in curriculum development.

On the other hand, the lowest-rated statements, though still interpreted positively, include "The localized curriculum, the learning materials are also locally contextualized" (M = 4.31, SD = 0.59) and "The organization implements well the localized curriculum" (M = 4.41, SD = 0.55). These suggest that while schools are making efforts in curriculum localization, there may still be challenges in fully contextualizing learning materials and ensuring effective implementation across different settings.

The findings align with the principles of curriculum localization as emphasized by (Onojerena, Ph.d., 2017), cited that curriculum implementation is one of the important functions of a school manager and it has been receiving the attention of educators, and researchers across the world. In organizational context, curriculum implementation refers to the stage when the curriculum itself as an educational program, is put into effect.

Table 7. Extent of the organizational performance of designated school heads in mainland district in terms of teachers' professional development

	Mean	SD	Description
The professional development of its people such as enrolling in the graduate school satisfied.	4.62	0.46	Highly Satisfy
The organization sends teachers to other skills training to enhance their professional skills in teaching.	4.49	0.54	Satisfy
The teachers are involved in decision making to utilize their strategical and professional skills.	4.51	0.53	Highly Satisfy

The teachers are given the privilege to present and publish their research in international conference/journal.	4.46	0.53	Satisfy
The teachers are being involved in leadership and administrative trainings.	4.44	0.54	Satisfy
Teachers are equally sent for trainings to acquire knowledge and skills to become a better version of themselves.	4.49	0.57	Satisfy
Teachers are encouraged to pursue masters or doctoral degrees in order to further their careers.	4.42	0.57	Satisfy
Career planning encourages teachers' growth and development. It helps teachers develop skills required to fulfill different career roles.	4.45	0.54	Satisfy
Each teacher is entitled for promotion.	4.46	0.50	Satisfy
Mean	4.47	0.55	Satisfy

Extent of Organizational Performance of Designated School Heads in Mainland District in Terms of Teachers' Professional Development.

Table 7 evaluates the organizational performance of designated school heads in the mainland district concerning teachers' professional development. The overall mean score of 4.47 (SD = 0.55) indicates that respondents are generally satisfied with the professional development opportunities provided by their organizations.

Among the specific indicators, the highest-rated statement is "The professional development of its people such as enrolling in graduate school is satisfied" (M = 4.62, SD = 0.46), which received a "Highly Satisfy" rating. This suggests that the school heads actively support teachers in pursuing graduate studies, a crucial aspect of continuous learning and career advancement. Similarly, "The teachers are involved in decision-making to utilize their strategic and professional skills" (M = 4.51, SD = 0.53) also received a "Highly Satisfy" rating.

On the other hand, the lowest-rated statements, though still positively rated, include "Teachers are encouraged to pursue master's or doctoral degrees in order to further their careers" (M = 4.42, SD = 0.57) and "Teachers are being involved in leadership and administrative training" (M = 4.44, SD = 0.54).

These findings align with Guskey's (2002) Model of Teacher Professional Development, which emphasizes that continuous learning opportunities, involvement in decision-making, and leadership training significantly impact teacher growth and student learning outcomes. Similarly, research by Desimone (2009) highlights that effective professional development programs must be sustained, collaborative, and directly connected to teachers' instructional practices.

Table 8. Extent of the organizational performance of designated school heads in mainland district in terms of support to Gender and Development programs

	Mean	SD	Description
The GAD programs of the organization earns support from the management.	4.48	0.55	Satisfy
The mandatory budget for GAD programs is properly allocated and utilized.	4.45	0.57	Satisfy
The GAD activities are properly implemented in the organization and availed by many.	4.50	0.60	Highly Satisfy
The organization has fair and equal treatment in all their people regardless of gender.	4.43	0.56	Satisfy
The organization motivates its people to participate in any GAD programs.	4.50	0.58	Highly Satisfy
The GAD office is a gender-responsive advocator.	4.50	0.55	Highly Satisfy
The organization is committed to a safe learning and working environment.	4.52	0.55	Highly Satisfy
The GAD office is advocating gender equality and inclusive society.	4.53	0.52	Highly Satisfy
Mean	4.49	0.55	Satisfy

Extent of Organizational Performance of Designated School Heads in Mainland District in Terms of Support to Gender and Development (GAD) Programs.

Table 8 presents the extent to which the organizational performance of designated school heads in the mainland district supports Gender and Development (GAD) programs. The overall mean score of 4.49 (SD = 0.55) indicates that respondents are generally satisfied with their school's support for GAD initiatives.

Among the specific indicators, the highest-rated statement is "The GAD office is advocating gender equality and an inclusive society" (M = 4.53, SD = 0.52), which received a "Highly Satisfy" rating. This suggests that the schools actively promote gender equality and inclusivity, reinforcing policies that ensure fairness across all genders. Other highly rated indicators include "The organization is committed to a safe learning and working environment" (M = 4.52, SD = 0.55) and "The GAD office is a gender-responsive advocator" (M = 4.50, SD = 0.55), further highlighting the school's commitment to fostering a gender-sensitive and safe workplace.

On the other hand, the lowest-rated statements, though still positively rated, include "The organization has fair and equal treatment in all their people regardless of gender" (M = 4.43, SD = 0.56) and "The mandatory budget for GAD programs is properly allocated and utilized" (M = 4.45, SD = 0.57).

The findings align with the United Nations Sustainable Development Goal (SDG) No. 5: Gender Equality, which emphasizes the importance of gender-responsive policies in education and the workplace. Additionally, this supports the Philippine Commission on Women's (PCW) Gender and Development (GAD) Framework, which mandates that government institutions, including schools, allocate at least 5% of their total budget to gender-sensitive programs (Appropriations Act (GAA) in 1995 to support the implementation of programs focused on gender advocacy and women's empowerment).

Table 9. Extent of the organizational performance of designated school heads in mainland district in terms of financial management

	Mean	SD	Description
The financial operations of the organization is commendable and follows the accounting and auditing procedures.	4.50	0.52	Highly Satisfy
The organization is properly liquidated the expenses timely without delays.	4.40	0.52	Satisfy
The approved budget is properly utilized and mobilized.	4.48	0.57	Agree
The financial statements are always updated and posted for transparency.	4.44	0.53	Satisfy
The organization monitor the financial operations of the organizations.	4.44	0.55	Satisfy
Mean	4.49	0.54	Satisfy

Extent of Organizational Performance of Designated School Heads in Mainland District in Terms of Financial Management.

Table 9 assesses the organizational performance of designated school heads in the mainland district with regard to financial management. The overall mean score of 4.49 (SD = 0.54) indicates that respondents are generally satisfied with the financial management practices of their schools.

Among the specific indicators, the highest-rated statement is "The financial operations of the organization are commendable and follow the accounting and auditing procedures" (M = 4.50, SD = 0.52), which received a "Highly Satisfy" rating. This suggests that financial operations are generally well-regulated and comply with standard accounting and auditing procedures, ensuring proper fiscal accountability. Another highly rated statement is "The approved budget is properly utilized and mobilized" (M = 4.48, SD = 0.57), indicating that budget allocation and financial resources are effectively managed within the institution.

On the other hand, the lowest-rated statements, though still positive, include "The organization properly liquidates the expenses timely without delays" (M = 4.40, SD = 0.52) and "The financial statements are always updated and posted for transparency" (M = 4.44, SD = 0.53). This suggests that while financial transparency and liquidation practices are generally good, there is room for improvement in ensuring more timely reporting and enhanced financial visibility.

These findings align with the principles of Public Financial Management (PFM) as outlined by the International Monetary Fund (IMF, 2019), which emphasize the importance of transparency, accountability, and efficiency in

managing public funds. Additionally, the results support the Department of Education (DepEd) Financial Management Standards, which require school administrators to adhere to proper accounting procedures, ensure fiscal transparency, and maintain timely financial reports (DepEd Order No. 60, s. 2016).

Summary of the extent of organizational performance of designated school heads in mainland district

	Mean	SD	Description
Localized Curriculum	4.42	0.57	Satisfy
Teacher's Professional Development	4.47	0.55	Satisfy
Support to Gender and Development	4.49	0.55	Satisfy
Financial Management	4.49	0.54	Satisfy
Overall Mean	4.49	0.55	Satisfy

The summary of the extent of organizational performance of designated school heads in the mainland district reflects an overall satisfaction rating ($M = 4.49$, $SD = 0.55$) across four key performance areas: Localized Curriculum, Teacher's Professional Development, Support to Gender and Development (GAD), and Financial Management. Among these, Support to Gender and Development ($M = 4.49$, $SD = 0.55$) received the highest mean rating, suggesting that schools are strongly committed to promoting gender inclusivity, equality, and gender-responsive programs. This aligns with national and international efforts to integrate gender equity in educational leadership and policy implementation.

Teacher's Professional Development ($M = 4.47$, $SD = 0.55$) also received a high satisfaction rating, indicating that school heads provide ample opportunities for skills enhancement, leadership training, and career advancement. This finding supports studies on teacher empowerment, which emphasize the role of continuous professional development in improving both teacher motivation and student learning outcomes. Meanwhile, Financial Management ($M = 4.46$, $SD = 0.54$) suggests that schools are effectively managing financial resources, though further improvements in transparency and efficiency might be beneficial.

Localized Curriculum ($M = 4.42$, $SD = 0.57$) received the lowest rating among the four areas, indicating room for improvement in fully contextualizing and integrating community-based learning materials to better reflect local culture and needs. While schools are making efforts to adapt learning materials to local contexts, challenges such as resource limitations and standardization issues may hinder full curriculum localization.

These results align with Leithwood et al. (2006), who emphasize that strong school leadership is essential in fostering organizational performance across multiple domains, including curriculum development, financial management, and teacher capacity building. Additionally, Bass and Avolio's (1994) Transformational Leadership Model highlights that leaders who foster innovation, inclusivity, and professional growth contribute to sustained organizational success.

Table 11. Relationship between transformational leadership and organizational performance of designated school heads in mainland district in Isulan Sultan Kudarat

	n	Mean (M)	Std. Deviation (SD)	Pearson r	p	Interpretation
Transformational Leadership		4.47	0.334	0.607	0.000	Significant
Organizational Performance		4.49	0.347			

The analysis of Table 11 reveals a significant positive correlation between transformational leadership and organizational performance among designated school heads in the mainland district of Isulan, Sultan Kudarat. The mean score for transformational leadership is 4.47 ($SD = 0.334$), while organizational performance has a mean of 4.49 ($SD = 0.347$), suggesting that respondents strongly agree with the presence of effective leadership and high organizational performance. The Pearson correlation coefficient ($r = 0.607$, $p = 0.000$) indicates a strong

and statistically significant relationship, confirming that as transformational leadership improves, so does organizational performance.

These findings align with Bass and Avolio's (1994) Transformational Leadership Model, which suggests that leaders who motivate, inspire, and intellectually stimulate their team members significantly contribute to organizational success. Transformational leaders enhance employee commitment, foster innovation, and create a supportive work environment, all of which positively impact institutional performance. Similarly, research by Podsakoff et al. (1996) highlights that transformational leadership behaviors, such as individualized consideration and intellectual stimulation, directly influence organizational effectiveness and employee satisfaction.

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter presents the summary of findings, drawn conclusions and recommendations based on the results of the investigation.

Summary

The study aimed to determine the extent of dimensions of transformational leadership of designated school heads in mainland district in terms of charismatic influence, ability to inspire, ability to intellectual innovation and ability to provide personalized support, to determine the extent of organizational performance of designated school heads in mainland district in terms of localized curriculum, teachers' professional development, support to gender and development and financial management. And lastly, to determine the if there is a significant relationship between transformational leadership and organizational performance of designated schools heads in mainland district in Isulan, Sultan Kudarat.

Moreover, the study utilized descriptive-correlational design and was conducted at the Municipality of Isulan, Sultan Kudarat. The descriptive design was utilized to determine the extent of dimensions of transformational leadership and extent of organizational performance of designated school heads in mainland district. Further, correlational research design was used to determine the significant relationship between of dimension of transformational leadership and organizational performance of the respondents.

The results of the study were as follows:

The dimension of transformational leadership of designated school heads has an overall mean of 4.48 (SD = 0.55) with a verbal description of agree. Thus, it is evident in charismatic influence being the strongest aspect with a mean score of 4.50 (0.54).

The organizational performance of designated school heads has an overall mean of 4.49 (SD = 0.55) verbal description of satisfy. Further, it is evident in support to Gender and Development with a score mean of 4.49 SD(0.55) and Financial Management with a mean score of 4.49 SD (0.54) being the strongest aspect.

Moreover, there is a significant positive correlation between transformational leadership and organizational performance among designated school heads in the mainland district of Isulan, Sultan Kudarat. The mean score for transformational leadership is 4.47 (SD = 0.334), while organizational performance has a mean of 4.49 (SD = 0.347), suggesting that respondents strongly agree with the presence of effective leadership and high organizational performance.

Conclusion

The findings of this study highlight that designated school heads in the mainland district of Isulan, Sultan Kudarat exhibit a high level of transformational leadership, particularly in charismatic influence, which emerged as the strongest dimension. This suggests that school heads effectively inspire and motivate their subordinates, fostering a positive and engaging work environment. Similarly, the organizational performance of school heads

is notably strong, with support for Gender and Development and Financial Management being the most prominent aspects. These results indicate that school heads are actively engaged in promoting inclusive education and ensuring sound financial management within their schools.

Furthermore, the study reveals a significant positive correlation between transformational leadership and organizational performance, suggesting that school heads who exhibit strong leadership qualities contribute to improved school management and development. The strong agreement among respondents regarding the presence of effective leadership and high organizational performance reinforces the importance of transformational leadership in enhancing school operations. These findings emphasize the need for continuous leadership development programs to further strengthen the capabilities of school heads, ensuring sustainable and effective school management.

Recommendations

1. Conduct professional development programs focused on creative problem-solving, strategic thinking, and instructional innovation.
2. Develop a contextualized and research-based curriculum that aligns with the community's cultural and educational needs.
3. Increase opportunities for teacher training and workshops on modern pedagogical strategies, differentiated instruction, and technology integration.
4. Establish inclusive policies that promote gender equity and ensure that all students receive equal learning opportunities.
5. Encourage transparency and accountability by implementing monitoring systems and financial audits for school funds.

REFERENCES

1. **Amabile, T. M., et al. (2004).** The work preference inventory: Assessing intrinsic and extrinsic motivational orientations. *Journal of Personality and Social Psychology*, 89(4), 781–796.
2. **Antonakis, J., Avolio, B. J., & Sivasubramaniam, N. (2003).** Context and leadership: An examination of the nine-factor Full-Range Leadership Theory using the Multifactor Leadership Questionnaire. *The Leadership Quarterly*, 14(3), 261–295.
3. **Avolio, B. J., et al. (2004).** A longitudinal investigation of transformational leadership and innovative behavior: Integrating the social learning theory of leadership and the job characteristics model. *Academy of Management Journal*, 47(4), 735–747.
4. **Avolio, B. J., et al. (2009).** Re-examining the components of transformational and transactional leadership using the Multifactor Leadership Questionnaire. *Journal of Occupational and Organizational Psychology*, 82(2), 291–313.
5. **Bass, B. M. (1985).** *Leadership and performance beyond expectations*. Free Press.
6. **Bass, B. M., & Avolio, B. J. (1990).** *Transformational leadership development: Manual for the Multifactor Leadership Questionnaire*. Consulting Psychologists Press.
7. **Bass, B. M., & Riggio, R. E. (2006).** *Transformational leadership* (2nd ed.). Psychology Press.
8. **Burns, J. M. (1978).** *Leadership*. Harper & Row.
9. **Cheung, M. F., & Wong, C. S. (2011).** Transformational leadership, leader support, and employee creativity. *Leadership & Organization Development Journal*, 32(7), 656–672.
10. **Dias, D., & Borges, N. (2016).** Leadership styles and innovative behavior of employees: A field study. *Procedia - Social and Behavioral Sciences*, 229, 144–152.
11. **Du, D., et al. (2013).** Transformational leadership and employee creativity: Integrating roles of job satisfaction, regulatory focus, and creative process involvement. *R&D Management*, 43(3), 219–234.
12. **Fitzgerald, S., & Schutte, N. S. (2010).** Increasing transformational leadership through enhancing self-efficacy. *The Journal of Management Development*, 29(5), 495–505.
13. **Geoghegan, L., & Dulewicz, V. (2008).** Testing the leadership, management and personal effectiveness model of managerial and leadership ability. *British Journal of Management*, 19(2), 111–129.
14. **Guay, R. P. (2013).** The relationship between leader fit and transformational leadership. *The Leadership Quarterly*, 24(5), 730–741.

15. **Hater, J. J., & Bass, B. M. (1988).** Superiors' evaluations and subordinates' perceptions of transformational and transactional leadership. *Journal of Applied Psychology*, 73(4), 695–702.
16. **Hassouna, M. S., et al. (2015).** Transformational leadership, job satisfaction, and organizational commitment: A study of multinational automotive companies in Egypt. *Procedia - Social and Behavioral Sciences*, 207, 811–820.
17. **Hyypia, M., & Parjanen, S. (2013).** The impact of transactional and transformational leadership on organizational performance in private and public companies. *International Journal of Economics, Commerce and Management*, 1(11), 1–11.
18. **Jyoti, J., & Dev, N. (2015).** Impact of transformational leadership on employee motivation in telecommunication sector. *Vision*, 19(3), 241–254.
19. **Kasasbeh, B., et al. (2015).** The impact of leadership style on job satisfaction and mediating role of perceived organizational politics. *Procedia - Social and Behavioral Sciences*, 181, 141–149.
20. **Kim, K. Y. (2006).** Organizational performance as a dependent variable: Organizational culture, motivation, and performance in the public sector. *Public Performance & Management Review*, 29(3), 267–277.
21. **Limsila, K., & Ogunlana, S. (2008).** Performance and leadership outcome correlates of leadership styles and subordinate commitment. *Engineering, Construction and Architectural Management*, 15(2), 164–184.
22. **Mittal, S., & Dhar, R. L. (2015).** Transformational leadership and employee creativity: Integrating role of knowledge sharing and perception of justice. *Procedia - Social and Behavioral Sciences*, 189, 109–119.
23. **Muijs, D. (2011).** *Doing quantitative research in education with SPSS*. SAGE Publications.
24. **Rao, M. S. (2014).** Transformational leadership and organizational citizenship behavior. *Procedia - Social and Behavioral Sciences*, 133, 84–90.
25. **Robbins, S. P., & Coulter, M. (2017).** *Management* (14th ed.). Pearson.
26. **Sarros, J. C., & Santora, J. C. (2001).** The transformational-transactional leadership model in practice. *Leadership & Organization Development Journal*, 22(8), 383–393.
27. **Suifan, T. S., et al. (2018).** Emotional intelligence and leadership styles. *Academy of Strategic Management Journal*, 17(2), 1–14.
28. **Weib, Y., & Süb, E. (2016).** Transformational leadership and innovation performance: Integrating perceived organizational support and creative personality. *Journal of Organizational Change Management*, 29(7), 1093–1116.