Transformational Leadership in Philippine Public Schools: A Case Study of a Head Teacher

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ABSTRACT

This study aimed to describe the leadership practices employed by a Head Teacher as a transformational leader in a public school, the challenges he encountered, policies implemented, and awards received. A case study approach was used in this study and an interview was conducted to dig deeper into the respondent's personality. An interview guide was used during the interview, and it was recorded through the mobile phone of the researcher to transcribe the exact responses of the respondent. Thematic analysis and coding were used in the analysis of the data, and it revealed that the leadership practices employed by the School Head were commitment as a foundation, discipline and punctuality, visionary leadership, balanced leadership, collaboration and networking, maximizing resources for success, and over-all effectiveness. The study also tackled the different challenges encountered by the School Head in terms of teachers' acceptance, teachers' personalities and behaviors, students' manners, non-teaching personnel's support, support of the stakeholders, transportation, and sufficiency of resources wherein it revealed that a Head Teacher who acts as a School Head becomes effective with the proper management of these aspects in school. It was also found out that both DepEd and non-DepEd policies must be implemented in seeking for a positive change in school and in making it succeed in its quest for quality and relevant education. With these, it was concluded that a Head Teacher leads a school by promoting visibility, open communication, and active involvement, fostering a collaborative culture. He addresses challenges with strong problem-solving skills and support staff. His policies focus on empowerment, consistency, and school improvement, enhancing the teaching environment and aligning practices with educational goals. His dedication often leads to recognition and awards. It was recommended to provide ongoing leadership training for Head Teachers, establish mentoring programs, evaluate school policies, and encourage formal recognition systems for outstanding leadership. It also emphasizes the importance of fostering a positive and collaborative school environment, fostering effective communication, and promoting best practices across schools.

Key Words: case study**,** coding, Head Teacher, leadership practices, School Head, thematic analysis, transformational leadership

INTRODUCTION AND BACKGROUND

Head Teachers perform an indispensable role in managing the affairs of the school from serving as department heads to being School Heads or school leaders who play the functions of full-fledged Principals. They are expected to lead effectively and efficiently although they are still lacking in terms of the NQESH qualification which states that a Principal or School Head should pass the Principal's Test. Kelly (2025) affirms that an effective principal supports teachers, promotes a positive environment, and is highly visible, interacting with the school community, empowering them, and maintaining a clear vision for improvement. According to Barkman (2015), effective principals are instructional leaders who display outstanding professionalism and interpersonal abilities. These managers foster a climate of safety and inclusion by being reflective learners who hold both themselves and their staff accountable. The elements work together to produce a powerful learning environment that is necessary for a school leader to succeed.

School Heads employ different leadership styles to cater to the needs of the school and to address the problems and issues that may arise in school. One of these leadership styles is transformational leadership which is used by school leaders to create a positive change in their workplace from the implementation of the school's policies to employees' job performance, and students' attainment of quality education through the different programs and projects implemented in school. Transformational leadership empowers individuals to achieve positive change through a big vision, inspiring action, and a call to action, fostering collective action, innovation, and societal betterment through emotional connection and a positive future vision (Baker, 2023).

Transformational leadership involves four elements: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Idealized influence leaders are charismatic, curious, and deliver messages with simplicity and tact. They are exemplary role models, trustworthy, and respected by all members. Inspirational motivation encourages commitment to a vision. These leaders encourage team members to also commit to this vision by raising team spirit, fostering community and a sense of purpose. Intellectual stimulation promotes critical thinking and problem-solving. These leaders encourage their members to be innovative and think outside the box. Individualized consideration focuses on how each person impacts the overall goal. Leaders attend to each follower's personal needs (Ugochukwu, 2024).

Yadav and Agrawal (2015) enumerated the challenges faced by transformational leaders and the suggestions to solve the challenges. According to them, the challenges include dynamic nature of organization, how to inspire followers, how to implement the changes, isolation, lack of honest feedback, lack the skills to lead from a place of influence rather than authority, lack of self-emotional intelligence, thinking big picture and systematically, communicating and operating across teams and across the organization, challenge for wider-ranging knowledge, the demand for skilled talent, information overload, and change. They said that to solve the challenges, a transformational leader must develop a vision that is both clearly and highly appealing to followers. A transformational leader articulates a strategy for bringing that vision to life. He should express confidence in followers' capacity to carry on, he should distribute the responsibility, he should be honest and open about information, create multiple paths for raising and testing ideas, make it safe to fail, provide access to other strategists, develop opportunities for experience-based learning, hire for transformation, bring whole self to work, find time to reflect, and recognize leadership development as an ongoing practice.

Mack (2021) cited four major challenges faced by transformational leaders, according to the book "Leadership: Theory, Application, and Skill Development," by Robert N. Lussier and Christopher F. Achua. These challenges are need for change, inspiring followers, implementing change, and making change permanent.

Drew (2022) said that there are ten drawbacks to transformational leadership, including high employee dependence, the need for ongoing and sustained feedback, a lack of patience, cross-cultural constraints, poor attention to detail, risky enthusiasm, undermining innovation, causing employee burnout, advocating unidirectional benefits and organization dependency. Because followers depend on the leader's approval and self-esteem, high employee dependency can result in undesirable and ineffective motivation. As a result, morale, output, and innovation may all suffer. For a leader to keep up high levels of enthusiasm and motivate everyone in the organization, ongoing feedback is essential. After reaching their objectives, some leaders can lose interest, which would result in a loss of enthusiasm and attention to detail. Being human and having their excitement rub off on others makes transformational leaders potentially dangerous.

There are challenges and criticisms of transformational leadership which could limit the success of this leadership style. Some workers can require additional supervision and guidance. Transformational leadership does not naturally have the checks and balances that other management philosophies do. Employees could veer off course and work on issues or tasks unrelated to the broader objectives of the business. The absence of communication is another problem. It can be difficult for transformational leaders to strike the right balance between supporting staff' attempts at innovation and stifling it through micromanagement of tasks. Employee efforts can become unfocused or produce useless innovations if goals aren't clearly communicated and broad directions aren't given. This problem can be avoided with the use of effective meetings and frequent check-ins. Employees lacking the necessary abilities to contribute to office reforms, favoritism for specific employees,

and arguments and rivalries between employees committed in innovations are further potential downsides (Moffitt, 2023).

Lin, S. H., Scott, B. A., & Matta, F. K. (2019) examined the impact of transformational leadership behaviors on leaders' turnover intentions. They suggested that because transformative executives frequently experience greater emotional weariness, they are more likely to want to leave their company. The authors went on to say that the characteristics of the followers determine whether or not leaders suffer from this negative influence. 130 pairs of leaders and followers from different sectors were studied by the authors. The authors observed these leaders and followers over a 12-week period using six online surveys each week, and they discovered that transformative leadership activities were linked to rising levels of emotional weariness in leaders and their eventual desire to quit. The authors also discovered that transformational leaders who have followers who are low in conscientiousness (i.e., workers who are unreliable, lazy, careless, disorganized, and apathetic) and competence (i.e., workers who are unable to take advantage of their leader's transformational efforts) experience greater increases in emotional exhaustion. This study also showed that a leader's transformational behaviors fluctuated, showing that leaders might act more transformational sometimes but less frequently.

In their study "Exploring Effective Leadership Practices of Private School Principals to Improve Teachers' Academic Excellence and Students' Learning Achievement" by Ghavifekr and Ramzy (2020), the authors looked at the variables influencing principals' practices in private schools and used a qualitative study to identify the effective leadership practices of school principals that support teachers' academic excellence and students' learning achievement. Principals, vice principals, and head teachers from five private secondary schools in Kuala Lumpur, Malaysia, made up the total of 15 interviews. After each interview and observation, field notes and transcriptions were made available, and NVivo software was utilized to better systematically organize the data. The data analysis identified the following four main effective practices of principals to improve school outcomes: planning for a common vision, mission, and goals; putting together professional development programs; encouraging the culture of innovation, collaboration, and teamwork; and managing a dynamic and proactive teaching and learning environment. Principals should place special emphasis on teaching professional development and instructional monitoring among these strategies.

Leithwood as cited by Adhikari (2020), outlines five practices for effective school leadership: (a) setting directions; (b) building relationships and developing people; (c) developing the organization to support desired practices; (d) improving the instructional programs; and (e) securing accountability.

Head Teachers are expected to employ different leadership practices in order to attain the DepEd's vision, mission and core values. Although the subject of this study is not declared as a transformational leader, he is made as the respondent for he clearly qualifies to the description of a transformational leader who is able to make positive changes in the schools he worked with and his innovation and best practices led to the betterment of the schools he managed. That's why this study was conducted to find out the leadership practices employed by a Head Teacher, the challenges he encountered, policies implemented, and awards received.

Objectives

This study aimed to describe the significant role played by a Head Teacher as a transformational leader in the Municipality of Mobo, Masbate Province this school year 2023-2024. This study gathered information on the leadership practices employed, challenges encountered, policies implemented, and awards received by a Head Teacher as a school leader.

Research Questions

Specifically, this research tried to answer the following questions:

What are the leadership practices implemented by a Head Teacher in running a school?

What are the challenges encountered by a Head Teacher as a School Head?

What are the policies implemented by a Head Teacher in school? Were these effective?

What are the awards received by a Head Teacher as a school leader?

Scope and Limitation

This study was focused on determining the leadership practices implemented by a Head Teacher who serves as a School Head in a public school in the Philippines, the challenges that he encountered, the policies implemented, and the awards received.

The target respondent in this study was a Head Teacher who was unable yet to pass the NQESH or National Qualifying Examination for School Heads but exhibited transformational leadership in his achievements being a School Head. The findings were based on the respondents' responses during the interview, and so it may not be avoided that single-source bias existed and there's subjectivity due to the study's focus on one person/respondent only.

RESEARCH DESIGN AND METHODOLOGY

This research utilized the case study approach in digging deeper into the Head Teacher's role as a School Head and in identifying the challenges that he encountered, the policies that he implemented and the awards that he received. This method helped the researcher in knowing the characteristics of the respondent of the study as this tackled an in-depth study of the Head teacher as the respondent of this study.

The researcher used the interview method in conducting her study. She also conducted an observation to the respondent to dig deeper into the Head Teacher's personality. The researcher also looked for themes through thematic analysis and used codes to analyze the data that she gathered from the respondent.

Sampling and Participant Selection

The researcher utilized the purposive sampling technique in choosing the respondent of her study. She chose the respondent who was hired as a Head Teacher/School Head because the Head Teacher was known already for the positive changes that he brought to the first school assigned to him as a School Head. Thus, the Head Teacher was known as a transformational leader since he made a lot of positive transformation to his previous school and even to his present station and his previous school was even considered for many benchmarking activities for the best practices done in the said school. In his present workstation, his school was also benchmarked in its best practices in one DepEd policy. Thus, the researcher believed him to be fitting as respondent of her study.

The researcher first informed the Head teacher verbally about her case study on him. Then, the researcher prepared a letter addressed to the Head Teacher/School Head for her to conduct her study/interview at the time convenient and available to the respondent. The researcher prepared a set of questions as her interview guide in conducting her study. She used her mobile phone to record the responses of the respondent and to properly transcribe and analyze the responses of the respondent. This was best suited in providing codes and in looking for themes that the researcher may have overlooked into.

Ethical Considerations

To ensure the confidentiality of the research, the researcher assured the anonymity of the respondent by means of not disclosing the real name and other personal information about the respondent-participant. This was written in the letter addressed to the respondent. All the data gathered in this case study were used solely for research purposes and no other important information, personal or professional, was divulged by the researcher without the consent of the respondent. The researcher utilized all means to keep this research solely for educational and research purposes and that no harm be inflicted to the respondent. A form was attached to the transcript which was signed by the respondent to ensure the validity and accuracy of the results of the study.

Data Analysis

The researcher gathered the data by means of interviewing the participant and recording the responses using a mobile phone. She also tried to take notes of her observations on the participant as the interviewee answered each question. She transcribed the responses verbatim, translated it in English, and then she used codes and looked for themes in analyzing the data. The themes evolved around leadership practices, challenges encountered, policies implemented, and awards received by the Head Teacher as a School Head. The researcher put the interviewee's responses on a transcript signed by the interviewee to ensure the truthfulness and accuracy of the data that were included in the study.

Expected Outcomes and Significance

This study greatly impacted the educational system as it revealed the contributions a Head Teacher played in running the affairs of a public school. This showed the important role of a Head Teacher as a School Head, his good qualities that made him succeed in managing a school, his challenges and how he dealt with these to become an effective leader. This also showed that no matter what the designation is, a school leader may become effective if he performs his or her best and possess the good qualities required of a good leader. This further strengthened the idea that though a Head Teacher who acted as a School Head was not yet a full-fledged principal, he could still impart a positive transformation within and outside the school.

FINDINGS AND RESULTS

This study revealed that the respondent was promoted as Teacher 3 who worked as Teacher-in-Charge or School Head for almost six years. Then he was promoted as Head Teacher 3/School Head in 2022 and it's almost a year when the study was conducted.

Leadership Practices Implemented by a Head Teacher

The study came up with the findings that the Head Teacher who served as School Head in two public schools employed different **leadership practices**. Seven themes emerged from this study's findings of the Head teacher's leadership practices, and these are commitment as a foundation, discipline and punctuality, visionary leadership, balanced leadership, collaboration, and networking, maximizing resources for success, and over-all effectiveness. Commitment as a Foundation means leadership begins with personal commitment. Commitment leads to authenticity and maximized effort wherein the leader emphasizes the foundational importance of commitment. Discipline and Punctuality emphasizes on being early, punctual, and diligent. Visionary leadership means having a vision is crucial for effective leadership, and goals and steps should align with the overall vision. Balanced leadership states that no domains of leadership should be sacrificed and effectiveness in all aspects of leadership is emphasized. Collaboration and networking means collaboration with partners is essential and networking with stakeholders both internal and external is crucial. Maximizing resources for success means investments in training and development for teachers and acknowledgment of the importance of a well-rounded approach. Overall Effectiveness means leadership effectiveness is the goal and all elements mentioned contribute to overall effectiveness.

Theme 1: Commitment as a Foundation.

School Heads need to be committed and their authenticity is seen as a precursor to effective leadership. Maximum effort is expected in all tasks. Education researchers list some characteristics of committed teachers and principals for their organizations (Balcı,1993 as cited by Mart 2013): 1.) Teachers constantly should talk about developing teaching approaches. 2.) Teachers and principals should continuously observe each other's performance and evaluate their own performances through these observations. 3.) Teachers and principals should together supply education materials. 4.) Teachers and principals should help each other with development of teaching approaches. The respondent highlighted his leadership practice on commitment by doping everything with the best that he can do. He tells:

"The first thing is to be committed. When you're committed, you give your best and ensure that all tasks in the field are carried out effectively."

Theme 2: Discipline and Punctuality.

Not only teachers but School Heads as well should have discipline and be punctual. This emphasizes on being early, punctual, and diligent. Discipline is regarded as essential to leadership. Time management and diligence are linked to commitment. Meeting responsibilities promptly is seen as integral to success. The Head Teacher tells:

"You should have to be early. You should have to be punctual. You should have to ahm.. parang diligent in all the works that you are going to do."

Theme 3: Visionary Leadership.

A vision is presented as a guide for decision-making. Strategic planning involves aligning actions with the broader vision. Academic success and teacher development are cited as examples of this. The Head Teacher tells:

"Then visionary. You should have a vision so that you can work step by step on the goals that you are going to make for you to realize your vision for the school."

Theme 4: Balanced Leadership.

Leaders should strive for competence in all leadership domains. Balancing various responsibilities is critical for overall success. The head Teacher tells:

"But dapat walang sinasacrifice na domains ng leaders. Lahat dapat siya i-realize, and lahat dapat ay maging effective ka sa lahat ng yon."

Theme 5: Collaboration and Networking.

Acknowledgment of interdependence and the need for teamwork is crucial for the School Head's success in running a school. Partnerships and networks enhance the leader's ability to delegate tasks. Recognizing the value of collective efforts for better outcomes. The head Teacher tells:

"You need strong partnerships and networking, because you can't do everything alone. Working with both internal and external stakeholders makes tasks more manageable and effective."

Theme 6: Maximizing Resources for Success.

Resources should be allocated strategically for growth. A holistic approach to leadership involves investing in people.

Theme 7: Overall Effectiveness.

Leadership success is measured by the combined impact of commitment, discipline, vision, balance, and collaboration. These statements depict a leadership philosophy that emphasizes personal commitment, discipline, visionary planning, balance in leadership domains, collaboration, and resource maximization for overall effectiveness. The leader sees these elements as interconnected and essential for achieving goals and realizing a vision, especially in the context of school leadership.

Challenges Encountered by a Head Teacher as a School Head

The study also revealed the challenges encountered by the Head Teacher in terms of **teachers' acceptance**. Six themes also came out as findings of the challenges encountered by the Head Teacher in terms of teachers'

acceptance, and these are pressure to please everyone, authenticity and self-identity, understanding and addressing teachers' needs, resource management, impact on students, and maintaining team cohesion. Pressure to please everyone means the school head faces the challenge of managing diverse expectations among teachers. The inherent impossibility of pleasing everyone puts the School Head in a delicate position, requiring a balance between meeting varied needs and making decisions that align with the school's vision and goals.

Theme 1: Authenticity and Self-Identity

This means maintaining authenticity while striving to meet teachers' expectations is a challenge. The school head must navigate his own leadership style and values, ensuring that his decisions align with his identity while still being responsive to the needs of the teaching staff. The Head Teacher says:

"You cannot please everyone, you cannot please everybody but then you should have to be yourself na lang…"

Theme 2: Understanding and Addressing Teachers' Needs

This means identifying and addressing the diverse needs of teachers pose a significant challenge. This involves a thorough understanding of the teaching staff, regular communication, and a proactive approach to provide necessary resources, support, and professional development opportunities. The Head Teacher says:

"and look for their needs and provide everything"

Theme 3: Resource Management

This means the school head must manage available resources efficiently to meet the needs of teachers. This encompasses budgetary considerations, allocation of staff, and ensuring access to appropriate teaching materials and technology. Striking a balance between meeting needs and staying within resource constraints is a continuous challenge. The Head Teacher says:

"bilang isang school head, kahit papano ay nabigyan mo siya ng mga needs niya"

Theme 4: Impact on Students

This means teachers' needs are not only personal but also extend to the quality of education they can provide to students. The school head faces the challenge of ensuring that teachers have the necessary resources and support to excel in their roles, ultimately benefiting the students. The Head Teacher says:
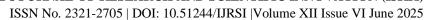
"di lang para sa kanyang sarili kundi para na rin sa kanyang mga estudyante."

Theme 5: Maintaining Team Cohesion

This means balancing individual needs with the collective goals of the school requires effective leadership in fostering a sense of unity and collaboration among the teaching staff. The school head must address conflicts and differences to maintain a positive and cohesive working environment.

In summary, the thematic analysis highlights the multifaceted challenges faced by school heads in gaining teachers' acceptance. These challenges range from the inherent difficulty of pleasing everyone to the need for authentic leadership, understanding and addressing diverse needs, efficient resource management, and ensuring a positive impact on students. The ability to navigate these challenges is crucial for effective school leadership.

The challenges encountered by the School Head in managing **teachers' personalities and behaviors,** emphasizes the uniqueness of each individual. Six themes were mentioned as challenges and these include diverse personalities, struggles in life, importance of understanding, creation of positive relationship, individualized approaches, communication and understanding.

Theme 1: Diversity of Personalities

This means teachers in a school have diverse personalities, each facing their own set of struggles. School Heads must navigate a wide range of personalities, understanding that each teacher brings unique strengths and challenges to the table. The Head Teacher says:

"As to the teachers' personality and behavior naman (Interviewee was distracted by a call from a teacher.) everyone is unique"

Theme 2: Struggles in Life

This refers to the acknowledgment that everyone, including teachers, faces personal struggles. School Heads need to be aware of and be sensitive to the personal challenges that teachers may be experiencing, recognizing that these struggles can impact their professional performance. The Head Teacher says:

"so, may kanya-kanyang struggles sa buhay"

Theme 3: Importance of Understanding

This means understanding is presented as a key element in dealing with teachers' personalities and behaviors. School Heads must actively seek to understand the individual circumstances, motivations, and perspectives of each teacher to foster a supportive and empathetic environment. The Head Teacher says:

"the best thing is just to understand them"

Theme 4: Creation of Positive Relationships

This means building positive relationships is identified as a solution to the challenges posed by diverse personalities. School Heads should focus on fostering a positive and collaborative atmosphere by developing strong relationships with teachers. This involves effective communication, trust-building, and providing support when needed.

"and by understanding you can create positive relationship."

Theme 5: Individualized Approaches

This means that there should be a recognition that a one-size-fits-all approach may not be effective. School Heads should adopt individualized approaches in managing teachers, tailoring their leadership style to the unique needs and personalities of each teacher. This could involve personalized professional development, feedback, and support mechanisms.

Theme 6: Communication and Understanding

This means Effective communication and understanding are highlighted as essential components. School Heads should prioritize open and transparent communication, ensuring that teachers feel heard and understood. Regular check-ins and feedback sessions can contribute to a positive school culture.

The thematic analysis reveals that School Heads face challenges in managing the diverse personalities and behaviors of teachers. The key to overcoming these challenges lies in fostering understanding, recognizing, and addressing individual struggles, and building positive relationships through personalized approaches and effective communication. Creating a supportive and empathetic school environment is crucial for the overall well-being and professional development of the teaching staff. The Head Teacher tells:

The following are the challenges encountered by School Head in terms of **students' manners.**

Theme 1: Lack of Awareness and Understanding of School Rules.

The statement emphasizes the need for students to understand the laws and rules within the school. It suggests that students may lack awareness or comprehension of the school's regulations, leading to mistakes or violations. The theme here is the importance of enlightening students about school rules to prevent recurring issues. The Head Teacher says:

"everytime na meron silang nagagawang kasalanan, or everytime na nakacommit sila ng violation sa school rules and regulations"

"Enlighten with the school rules and regulations."

Theme 2: Continuous Reinforcement of Rules.

The statement suggests that each time a student makes a mistake or violates school rules, there is a need for continuous reinforcement and clarification of the rules and regulations. This theme highlights the challenge of ensuring that students not only understand but also remember and adhere to the school's guidelines consistently.

Theme 3: Corrective Measures and Guidance.

Implicit in the statement is the idea that the school head plays a role in correcting students' behavior. This theme emphasizes the need for the school head to take corrective measures and provide guidance to students who may have committed violations. It underscores the challenge of balancing disciplinary action with educational guidance.

Theme 4: Persistent Behavioral Challenges.

The statement implies that there may be persistent challenges in students' manners that require repeated interventions. This theme suggests an ongoing struggle for school heads to address and rectify behavioral issues, indicating that some students may struggle to internalize and apply the school rules consistently.
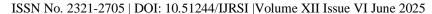
Theme 5: Importance of Communication.

The concept of "enlightening" students about rules highlights the role of effective communication. This theme underscores the challenge of ensuring that the communication of rules is clear, accessible, and comprehensible to all students, addressing potential communication gaps that may contribute to behavioral challenges.

Theme 6: Maintaining a Positive School Culture.

The statement indirectly touches upon the broader goal of maintaining a positive school culture. The challenge for school heads is not only to address individual behavioral issues but also to contribute to a school environment where rules are respected, understood, and followed by all students.

The thematic analysis of the given statement reveals several challenges faced by school heads in managing students' manners. These challenges include addressing a lack of awareness, ensuring continuous reinforcement of rules, providing corrective measures and guidance, managing persistent behavioral issues, emphasizing effective communication, and contributing to a positive school culture.

The challenges encountered by the School Head in terms of **non-teaching personnel's support** can be broken down into several key themes based on the provided statement:

Theme 1: Diversity in Attitudes and Characteristics.

The non-teaching personnel bring diverse attitudes and characteristics to the school environment. Managing a team with varying attitudes and characteristics can lead to conflicts and differences in opinions. The Head Teacher tells:

"The challenge is yong pagkakaiba-iba ng ugali ng different characteristics."

Theme 2: Diverse Skills and Expertise.

Non-teaching staff possess different skills and expertise. Coordinating and leveraging the varied skills within the team can be challenging, especially when trying to align them towards common goals. The Head Teacher tells:

"different skills, different expertise"

Theme 3: Communication Challenges.

Differing opinions among non-teaching personnel can lead to communication challenges. Effective communication becomes crucial for fostering understanding and unity despite differing viewpoints. The Head Teacher tells:

"kasi minsan hindi kayo nagkakaisa ng opinion"

Theme 4: Conflict Resolution.

Resolving conflicts arising from diverse opinions is a challenge. The school head must employ effective conflict resolution strategies to maintain a harmonious working environment. The Head teacher tells:

"though at the end of the day ang iniisip pa rin natinay yong kaayusan ng paaralan at ng school"

Theme 5: Unity for Common Goals.

Despite differences, there is a shared commitment to the harmony and benefit of the school and learners. The school head needs to foster a sense of unity by aligning the diverse opinions and skills towards common objectives for the benefit of the learners. The Head Teacher tells:

"so from that different opinions, nagkakaroon lang din ng unity"

Theme 6: Task Accomplishment.

Despite challenges, tasks are accomplished for the benefit of the learners. The school head must ensure that despite differences, the team remains focused on achieving the tasks and goals that contribute to the overall success of the school. The Head Teacher tells:

"narereliazie naman lahat ng mga tasks na kailangan nilang tapusin"

"para lang sa benefits ng mga learners"

Theme 7: Harmony in the School.

The ultimate goal is to maintain harmony within the school environment. The school head needs to balance diverse perspectives, skills, and opinions to create an environment that promotes collaboration and a positive atmosphere.

Theme 8: Positive Outcome through Unity.

Unity emerges from the diversity of opinions, leading to positive outcomes. Acknowledging and embracing diversity can result in a stronger and more resilient team that ultimately benefits the learners and the school as a whole.

In summary, the challenges faced by the school head in managing non-teaching personnel revolve around the need to navigate and leverage the diversity in attitudes, skills, and opinions to foster a collaborative and harmonious school environment. Effective communication, conflict resolution, and a focus on common goals are essential in overcoming these challenges. The Head Teacher tells:

The challenges encountered by the School Head in terms of **policy implementation** can be broken down into several key themes:

Theme 1: Multiplicity of Considerations.

The statements highlight that there are numerous considerations that make policy implementation challenging. This suggests that policies may need to account for a wide range of factors, possibly including diverse stakeholder needs, resource constraints, and contextual differences. The Head teacher says:

"Sa policy implementation mahirap kasi maraming consideration"

Theme 2. Selective Policy Adherence.

The acknowledgment that not all policies are followed implies a certain level of flexibility or discretion in policy adherence. This could be due to practical constraints or the need to balance conflicting priorities. The Head Teacher says:

"though hindi naman nasusunod lahatng mga policies"

Theme 3: Maintaining Policy Integrity.

The emphasis on ensuring that policies are not violated or sacrificed underscores the importance of maintaining the integrity of policies. This may involve continuous monitoring and adjustments to prevent unintended deviations. The Head Teacher says:

"nagagawan ng paraan para walang masacrifice or hindi siya maging violation sa mga existing policies"

"most of the policies naman should be implemented"

Theme 4: Challenges in Universal Application.

The difficulty in making policies true to all teachers, students, and stakeholders suggests that achieving universal compliance is a complex task. This could be due to varying interpretations, differing needs, or resistance from some quarters. The Head Teacher says:
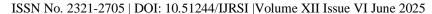
"pero ang pinakachallenge diyan ay Kung paano maging true to all"

"as much as possible magstick tayo sa policies so always follow the policies"

Theme 5: Communication and Consensus Building.

The need to make policies true to all stakeholders indicates a requirement for effective communication and consensus building. Achieving buy-in from teachers, students, and other stakeholders is crucial for successful policy implementation. The Head Teacher says:

"Kailangan lang maipalawanag sa kanila nang mabuti at maipasunod maimplement nang tama."

Theme 6: Role Modeling and Leadership.

The statement underscores the importance of the school head being a good example in policy implementation. This suggests that leadership and role modeling play a critical role in influencing others to follow policies. The notion that a good leader is also a good follower highlights the interconnectedness of leadership and followership. The Head teacher says:

"you should have to be a good example in implementing the policies"

"kung good example ka sa pag-implement ng policy, definitely all the followers will also follow"

Theme 7: Avoiding Problems through Policy Adherence.

The emphasis on following policies to avoid problems indicates a preventative approach. This theme suggests that adherence to policies is seen as a proactive measure to mitigate potential challenges or conflicts.

In summary, the challenges faced by the school head in policy implementation revolve around the need to navigate diverse considerations, ensure policy adherence without sacrificing flexibility, and foster a culture of universal compliance through effective communication, leadership, and role modeling. The statements highlight the nuanced and multifaceted nature of the challenges involved in implementing policies within an educational context. The Head teacher says:

Other challenges faced by the Head Teacher/School Head

Theme 1: Stakeholder Support and Networking.

The School Head faces difficulties in maintaining support from stakeholders, particularly when being transferred to a new location. Building and sustaining relationships with stakeholders are crucial for obtaining assistance, not only in terms of physical resources but also for curriculum support. Limited stakeholder support may hinder the school head's ability to implement effective changes or improvements. The challenge is exacerbated when relocation disrupts existing networks, making it harder to find new supporters. The Head Teacher says:

"One of the challenges is the support of the stakeholders." "Hindi lahat ng stakeholders will be kept on supporting you."

Theme 2: Transportation Issues.

The mode of transportation poses a challenge, especially when the school head is assigned to a different location. The difficulty in commuting may lead to tardiness, causing the school head to miss important work-related activities.

Implications: Tardiness and missed responsibilities can impact the school's overall functioning. The challenge highlights the need for reliable transportation solutions to ensure timely attendance and active participation in school affairs. The Head Teacher says:

"yong transportation kasi if you are going to be assigned sa ibang lugar"

"mahirap yong mode of transportation, hindi maiiwasan na mali-late ka talaga and from the tardiness may mamimi-miss kang work"

Theme 3: Resource Management.

The sufficiency of resources is a significant challenge, requiring the school head to master resource management. Unanticipated expenses and a lack of budget planning can lead to a depletion of resources, affecting the implementation of various school programs. Inadequate resource management may result in the

inability to fund essential programs, hindering the overall development and functionality of the school. It emphasizes the importance of strategic financial planning to address unexpected costs and ensure long-term sustainability. The Head Teacher says:

"sufficiency of resources kasi hindi lahat ng needs ng school ay maibibigay with the available resources"

Theme 4: Networking and Local Connections.

The School Head faces the challenge of establishing new networks and connections when relocated to a different locality. In contrast, being in one's own locality facilitates networking and collaboration with a broader community, making it easier to garner support. Building local connections is vital for community engagement and support. The challenge underscores the need for proactive efforts to establish relationships in a new environment, which is essential for the overall success of the school. In summary, the challenges faced by the school head extend beyond the operational and educational aspects, encompassing stakeholder support, transportation issues, and resource management. These challenges highlight the importance of adaptability, effective networking, and strategic planning in ensuring the sustained success of the school despite changing circumstances. The Head Teacher says:

"especially you will be transferred from one place to another and mangangapa ka na naman maghahanap ng stakeholders"

Policies Implemented in School and Its Effectiveness

Four themes emerged in terms of the policies implemented in school.

Theme 1: DepEd Policies: Governance of Basic Education Act (Republic Act 9155)

Thematic Element: Legal Compliance and Educational Governance

The School Head emphasizes adherence to the Governance of Basic Education Act, which signifies a commitment to legal compliance and the implementation of DepEd policies. The reference to understanding how to govern a school suggests a focus on administrative and managerial aspects, indicating a strategic approach to educational leadership. The Head Teacher tells:

"Sa DepEd policies yong Republic Act 9155 Governance of Basic Education Act"

"I just read those things governing, how to govern a school."

Theme 2: DepEd Policies: School Heads Empowerment

Thematic Element: Leadership Development and Capacity Building

The mention of School Heads empowerment reflects a thematic focus on leadership development and capacity building within the school. This suggests that the school head recognizes the importance of empowering school leaders to enhance their effectiveness in managing educational institutions. This theme aligns with professional growth and skill enhancement. The Head Teacher tells:

"medyo na-implement ko na din sa school, ang School Heads empowerment."

Theme 3. Non-DepEd Policies: Partnership with LGUs under SEF (Special Education Fund)

Thematic Element: Collaborative Governance and Resource Mobilization

The emphasis on partnership with Local Government Units (LGUs) under the Special Education Fund highlights a thematic focus on collaborative governance and resource mobilization. This suggests that the school head recognizes the significance of engaging with external stakeholders, particularly local authorities,

to secure additional resources for the school. The collaboration implies a shared responsibility for the improvement of educational facilities and services. The Head Teacher tells:

"Sa non-DepEd, partnership with the LGUs under SEF or Special Education Fund."

Theme 4. Non-DepEd Policies: Importance of LGU Partnership

Thematic Element: Community Engagement and Support

The statement underlines the importance of partnering with LGUs due to their substantial contributions to the school. This indicates a thematic emphasis on community engagement and support. The school head acknowledges the crucial role played by external entities, such as LGUs, in contributing to the overall success of the school. This theme highlights a broader perspective on community involvement in education.

In summary, the thematic analysis reveals that the school head places importance on legal compliance and governance in adherence to DepEd policies. Simultaneously, there is a focus on leadership development and empowerment of school heads. On the non-DepEd front, the emphasis shifts towards collaborative governance, particularly through partnerships with LGUs under the Special Education Fund, highlighting a commitment to community engagement and resource mobilization for the benefit of the school. The Head Teacher tells:

"Kasi kailangan din maki-pagpartner sa kanila because marami silang maitutulong sa school."

Awards Received by a Head Teacher as A School Head

Several themes related to the **awards received by the School Head and the school**, and these are the following:

Theme 1: Brigada Eskwela Excellence.

The school head has received recognition as the "Best Brigada Eskwela Implementer" for three consecutive years. The school achieved the prestigious status of "Hall of Famer" in the small school category for Brigada Eskwela, indicating sustained excellence. Before becoming a Hall of Famer, the school ranked second in the regional level for Brigada Eskwela. The Head Teacher says:

"The first three is Best Brigada Eskwela Implementer for three consecutive years, as the Hall of Famer for small school category, but before that bago kami naghall of famer nagsecond muna kami sa region."

Theme 2: Networking and Building Connections.

The success in Brigada Eskwela is attributed not just to individual efforts but also to effective networking and building connections, as mentioned in relation to being the best implementer under networking or building connections. The Head teacher says:

"That is only for Brigada Eskwela under networking or building connections as one of the School Heads"

Theme 3: Diversified Recognition in DepEd Programs.

The School Head and the school have received awards for best implementation in various programs of the Department of Education (DepEd), such as WINS (Wash In Schools), SBM (School-Based Management), sports, and others like GPP (Gulayan sa Paaralan). This suggests a well-rounded approach to education and a commitment to excellence in different aspects of school programs. The Head Teacher says:

"best implementer sa iba't ibang programs ng DepEd like sa WINS, SBM, academics, sports and the rest like for example GPP."

Theme 4: Academic Excellence.

The statements also indicate that there are awards in academics, although specific details about these academic awards are not provided. The Head Teacher says:

"and aside from that merong mga academics"

Theme 5: Quantity of Awards.

The School Head mentions an inability to count the awards, suggesting a substantial number of accolades, possibly more than ten. The Head teacher says:

"Hindi ko na mabilang siguro more than 10."

Theme 6: Consistency and Long-Term Recognition.

The three consecutive years as the Best Brigada Eskwela Implementer and achieving Hall of Famer status highlight a consistent commitment to excellence over time.

Theme 7: Recognition Beyond Local Levels.

The school has received awards not only at the school or regional levels but also at the national level, as evident in the Hall of Famer status.

Theme 8: Involvement in Various DepEd Programs.

Besides Brigada Eskwela, the school has been recognized for excellence in implementing various DepEd programs, showcasing a broad and comprehensive engagement in educational initiatives.

In summary, the thematic analysis reveals a multifaceted recognition for the School Head and the school, ranging from consistent excellence in Brigada Eskwela to broader recognition in various DepEd programs and academic achievements. The awards reflect a commitment to networking, building connections, and maintaining a high standard of performance across different aspects of education. The Head Teacher tells:

DISCUSSION AND INTERPRETATION

The study came up with six leadership practices employed by the Head Teacher as a School Head and these are commitment as a foundation, discipline and punctuality, visionary leadership, balanced leadership, collaboration and networking, maximizing resources for success, and over-all effectiveness.

There are a lot of challenges faced by the Head teacher in different aspects. First, it revealed six challenges in terms of teachers' acceptance, and these are pressure to please everyone, authenticity and self-identity, understanding and addressing teachers' needs, resource management, impact on students, and maintaining team cohesion. In terms of teachers' personalities and behaviors, six challenges were mentioned, and these include diverse personalities, struggles in life, importance of understanding, creation of positive relationship, individualized approaches, and communication and understanding. In terms of students' manners, the challenges were lack of awareness and understanding of school rules, continuous reinforcement of rules, corrective measures and guidance, persistent behavioral challenges, importance of communication, and maintaining a positive school culture. In terms of non-teaching personnel's support, the challenges include diversity in attitudes and characteristics, diverse skills and expertise, communication challenges, conflict resolution, unity for common goals, task accomplishment, harmony in the school, and positive outcome through unity. In terms of policy implementation, the challenges include multiplicity of considerations, selective policy adherence, maintaining policy integrity, challenges in universal application, communication and consensus building, role modeling and leadership, and avoiding problems through policy adherence. Other challenges faced by a Head Teacher include stakeholder support and networking, transportation issues, resource management, and networking and local connections.

The policies implemented by the Head Teacher in school are both DepEd and non-DepEd with special mention to the Governance of Basic Education Act (Republic Act 9155) with reference to the Legal Compliance and Educational Governance, and the School Heads Empowerment with focus on Leadership Development and Capacity Building. The non-DepEd policies involve Partnership with LGUs under SEF (Special Education Fund) with focus on Collaborative Governance and Resource Mobilization, and in consideration of the Importance of LGU Partnership through Community Engagement and Support.

The awards received by the School Head and the school are the following: Brigada Eskwela Excellence, awards in networking and building connections, diversified recognition in DepEd programs such as WINS, SBM, GPP and others, academic excellence awards, and recognition beyond local levels.

Based on the findings above, being a Head Teacher without NQESH qualification does not make a Head Teacher less qualified and ineffective. With the so many awards that the Head Teacher received and with his many accomplishments in the schools where he worked, he proves to be an effective leader and a qualified one in managing a school.

CONCLUSIONS

Based on the findings mentioned above, it can be concluded that:

A Head Teacher implements leadership practices centered on visibility, open communication, and active involvement in school activities.

Despite facing classroom and operational challenges, an effective Head Teacher addresses these through strong problem-solving skills and consistent support for teaching staff, helping them navigate daily instructional difficulties.

Policies set by the Head Teacher are rooted in empowerment, consistency, and school improvement.

The leadership approach—marked by dedication, visibility, and genuine concern for the school community—often leads to recognition through awards and honors, further validating the impact of the Head Teacher's leadership.

RECOMMENDATIONS

The following were the recommendations of the study:

Provide ongoing leadership training for Head Teachers focusing on visibility, communication, and community engagement to reinforce effective leadership practices that promote a positive and collaborative school environment.

Establish mentoring programs and peer support groups for School Heads to share strategies and experiences in overcoming common challenges, particularly those related to classroom management and teacher support.

Implement a structured system for evaluating the effectiveness of school policies through feedback from teachers and staff to ensure they remain relevant, practical, and aligned with the school's improvement goals.

Encourage school divisions and education departments to create formal recognition systems for outstanding leadership, helping to motivate School Heads and promote the replication of best practices across schools.

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Appendix A

Interview Questionnaire

Transformational Leadership in Philippine Public Schools: A Case Study of a Head Teacher

1. How long have you been working as a Head Teacher-School Head?

2. How did you get your position?

3. What are the things that you do as a transformational leader?

4. What is your opinion of a transformational leader?

5. What are the leadership practices that you employ as a transformational leader?

6. What are the challenges that you encountered as a School Head of a public School in terms of?

7. Techers' acceptance

8. Teachers' personalities/Teachers' behaviors

9. Students' manners

10. Non-teaching personnel's support

11. Policy implementation

12. Others (Can you mention other challenges that you encountered as a School Head?

13. What are the DepEd and non-DepEd policies (if any) that you implemented in order to establish a strong and effective leadership in your school?

14. Did you follow all the policies implemented by the DepEd or did you deviate sometimes?

15. What did you do when there's an objection to the policies that you want to implement?

16. How many awards did you or your school received both previously and presently? What are those awards?