

School Heads' Transformational Leadership on Teachers' Efficacy and Key Responsibility Areas (KRA): A Viewpoint from Head Teachers for Teachers' Training and Assessment

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Abstract—This study deals with Transformational Leadership, Teachers' Efficacy and Key Responsibility Areas (KRA). Specifically, it tried to find out the level of School Heads' Transformational Leadership, teachers' efficacy, and School Heads' Key Responsibility Area. It also determines the relationship of Transformational Leadership to the teachers' efficacy and KRA. Using a quantitative research design, the study gathered data from 128 head teachers through purposive sampling. A single-method approach was used because a researcher-made questionnaire was used to gather the necessary data. It employed a 7-point Likert scale to assess the School Heads Transformational Leadership, teachers' efficiency, and the Key Responsibility Areas. The data was treated statistically using weighted mean and Pearson Product Moment Correlation Coefficient. The findings shows that School Heads' Transformational Leadership, teachers' efficacy, and the level of School Heads' Key Responsibility Area is very high across all major domains. Moreover, the study establishes a positive correlation between School Heads' Transformational Leadership the teachers' efficacy. In contrast, no significant correlation is found between School Heads' Transformational Leadership and Key Responsibility Area. Transformational Leadership and teachers' efficiency have a high connection with each other therefore the hypothesis 'the School Heads' Transformational Leadership does not have significantly relationship on teachers' efficacy' is rejected. Conversely, School Heads' transformational Leadership has no substantial link to Key Responsibility Areas, hence, the hypothesis the 'School Heads' Transformational Leadership does not have significantly relationship on the Key Responsibility Area (KRA)' is accepted. This indicate that School Heads' transformational leadership significantly influences teachers' efficacy, while it shows no significant relationship with Key Responsibility Areas (KRA). This study recommends the implementation of a comprehensive developmental plan centering on establishment transformational leadership among school heads. It was anticipated that strengthening transformational leadership among school administrators would increase leadership efficacy, promote the growth of teachers and students, and create flexible educational institutions that could meet the demands of the modern world.

Keywords— Transformational leadership, teachers' efficacy, Key Responsibility Areas (KRA), developmental plan, single-method approach.

I. INTRODUCTION

Leadership is one of the vital drivers that determines the teachers' efficacy and schools' success. Effective leadership

provides teachers with clear direction, professional support, and motivation, fostering a positive school culture that enhances instructional practices and student engagement. It molds the quality of education and has a great impact on teaching and learning outcomes hence it might affect the overall school performance.

From many other leadership styles, transformational leadership has gained prominence in leadership, especially in the education sector. According to Northouse (2018) transformational leadership allows the teachers to reach their full potential because of its ability to inspire and empower. This style focuses on building strong relationships between leaders and teachers, fostering trust and collaboration within the school community. Hence, it constantly supports professional development and strengthens school performance as a whole.

In line with this, school heads play a salient role to ensure that teachers are equipped with the necessary motivation, resources, and guidance to deliver high-quality education. Therefore, it is the responsibility of school heads to achieve the organizational goal (Almusaed, 2020). Effective leadership from school heads creates a supportive environment where teachers feel valued and empowered to perform at their best. This improves student learning results and strengthens the school's general performance.

According to Ma et al. (2025) teacher efficacy is the means to evaluate teachers' performance. Efficacy has a positive effect on improving learner's learning performance with high efficacy have a high belief in their teaching ability; hence, they provide high-quality education to develop learners and themselves through reflective thinking.

With this, the school heads, school administrators, and policy makers will be given ideas on what leadership style and practice can create a more supportive and empowering educational environment. This will ultimately lead to sustainable improvements in teacher performance, student achievement, and to the whole educational community.

Given the vital role of school heads in shaping school culture and driving educational success, it becomes essential to examine how leadership practices can strengthen teachers' classroom management, instructional strategies, and overall efficacy. This study seeks to explore how transformational

leadership contributes to empowering teachers, enhancing their professional growth, fostering collaboration, and ultimately achieving the broader goals and vision of the school. This investigation also aims to identify specific leadership behaviors that most effectively motivate teachers and improve student learning outcomes.

1.1 Statement of the Problem

Problem/s which were addressed by the research

The purpose of the study was to explore the relationship of School Heads’ Transformational Leadership on teachers’ efficacy and Key Responsibility Areas (KRA) from the viewpoint of head teachers for teachers’ training and assessment in the Schools Division Office of Laguna. By examining these relationships research aimed to provide a deeper understanding of how Transformational Leadership school principals influenced their leadership competence and its relationship to the teachers’ efficacy and the Key Responsibility Areas (KRA).

Specifically, this study sought to answer the following questions:

1. What is the level of School Heads’ Transformational Leadership in terms of:
 - 1.1 Idealized Influence;
 - 1.2 Inspirational Motivation;
 - 1.3 Intellectual Stimulation; and
 - 1.4 Individualized consideration?
2. What is the level of teachers’ efficacy in terms of:
 - 2.1 Classroom Management;
 - 2.2 Instructional Strategies;
 - 2.3 Technological Integration;
 - 2.4 Communication Skills;
 - 2.5 Student Engagement;
 - 2.6 Assessment Techniques;
 - 2.7 Coaching and Monitoring;
 - 2.8 Collaboration with Colleagues;
 - 2.9 Professional Growth & Reflection; and
 - 2.10 Adaptability & Innovation?
3. What is the level of School Heads’ Key Responsibility Area (KRA) in terms of:
 - 3.1 School Leadership and Administration;
 - 3.2 Teaching and Learning Delivery;
 - 3.3 Learner Formation and Development; and
 - 3.4 School Operation and Management?
4. Does the School Heads’ Transformational Leadership have significant relationship on teachers’ efficacy?
5. Does the School Heads’ Transformational Leadership have significant relationship on the Key Responsibility Area (KRA)?

II. METHODOLOGY

Using a quantitative research design, the study gathered data from 128 head teaches through purposive sampling. A single-method approach was used because a researcher-made questionnaire was used to gather the necessary data. It employed a 7-point Likert scale to assess the School Heads Transformational Leadership, teachers’ efficiency, and the Key Responsibility Areas. The data was treated statistically

using weighted mean and Pearson Product Moment Correlation Coefficient.

III. RESULTS AND DISCUSSION

This part presents the different results and discusses the results from treating the data gathered in this study. It presents the data gathered about the significant effect between School Heads’ Transformational Leadership and the teachers’ efficacy and the Key Responsibility Area (KRA). In particular, the study sought to address the following:

Level of School Heads’ Transformational Leadership

In this study, the level of School Heads’ Transformational Leadership refers to the four key dimensions: Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration, which collectively capture how school heads inspire, motivate, challenge, and support teachers in their professional roles.

The following tables show the statement, mean, standard deviation. remarks and verbal interpretation from the perspectives of respondents.

Table 1 shows the level of School Heads’ Transformational Leadership in terms of Idealized Influence. Also displays the statements, mean, standard deviation and remarks.

The statement the school head gains the respect and trust of teachers, learners, and stakeholders through his/her actions and decisions got a mean of 6.76 which suggests a very high level of School Heads’ Transformational Leadership in terms of Idealized Influence and supported with standard deviation of 0.54. This is the same with the statement the school head serves as a role model by constantly demonstrating ethical and professional behavior. On the other hand, though the statement the school head inspires confidence by being consistent and transparent in decision-making got a mean of 6.64 which is slightly lower with standard deviation 0.60, it still suggests a very high level of School Heads’ Transformational Leadership in terms of Idealized Influence.

Table 1. Level of School Heads’ Transformational Leadership in terms of Idealized Influence

Statements	Mean	SD	Remarks
The school head...			
...serves as a role model by constantly demonstrating ethical and professional behavior.	6.74	0.52	Strongly Agree
...gains the respect and trust of teachers, learners, and stakeholders through his/her actions and decisions.	6.76	0.54	Strongly Agree
...upholds integrity and fairness in carrying out his/her responsibilities.	6.69	0.64	Strongly Agree
...prioritizes the welfare of the school community over personal interests.	6.73	0.53	Strongly Agree
...inspires confidence by being consistent and transparent in decision-making.	6.64	0.60	Strongly Agree
Weighted Mean	6.71		
SD	0.49		
Verbal Interpretation			Very High

The level of School Heads’ Transformational Leadership in terms of Idealized Influence attained a weighted mean score

of 6.71 and a standard deviation of 0.49 and was verbally interpreted as very high among the respondents.

This indicates that school heads demonstrate a very high level of transformational leadership in terms of Idealized Influence, as reflected in high mean scores. They gain the respect and trust of teachers, learners, and stakeholders by acting ethically, professionally, and transparently in their decisions. Overall, the high weighted mean and low standard deviation indicate that respondents strongly agree that school heads effectively serve as role models, foster a positive school culture, and consistently inspire confidence, commitment, and motivation within the school community.

Table 2 demonstrates the level of School Heads' Transformational Leadership in terms of Inspirational Motivation. Also shows the statements, mean, standard deviation and remarks.

The statement the school head motivates teachers and staff to strive toward achieving common goals got a mean of 6.77 which suggests a very high level of School Heads' Transformational Leadership in terms of Inspirational Motivation and reinforced with standard deviation of 0.44. This is the same with the statement the school head inspires commitment to the school's mission and vision through his/her leadership. Though the statement the school head communicates high expectations and encourage others to perform beyond their comfort zones got a mean of 6.73 which is slightly lower with standard deviation of 0.53, it still suggests a very high level of School Heads' Transformational Leadership in terms of Inspirational Motivation.

Table 2. Level of School Heads' Transformational Leadership in terms of Inspirational Motivation

Statements	Mean	SD	Remarks
The school head...			
...articulates a clear and compelling vision for the school's future.	6.75	0.47	Strongly Agree
...motivates teachers and staff to strive toward achieving common goals.	6.77	0.44	Strongly Agree
...fosters a positive school culture by instilling hope and enthusiasm.	6.75	0.52	Strongly Agree
...communicates high expectations and encourage others to perform beyond their comfort zones.	6.73	0.53	Strongly Agree
...inspires commitment to the school's mission and vision through his/her leadership.	6.76	0.55	Strongly Agree
Weighted Mean	6.75		
SD	0.43		
Verbal Interpretation			Very High

The level of School Heads' Transformational Leadership in terms of Inspirational Motivation attained a weighted mean score of 6.75 and a standard deviation of 0.43 and was verbally interpreted as very high among the respondents.

This reveals that school heads exhibit a very high level of transformational leadership in terms of Inspirational Motivation, as reflected in the high mean scores. They effectively motivate teachers and staff to work toward shared goals, inspire commitment to the school's mission and vision, and communicate high expectations that encourage others to go beyond their comfort zones. The overall high weighted mean and low standard deviation indicate strong agreement

among respondents regarding the school heads' ability to inspire and energize the school community.

Table 3 displays the level of School Heads' Transformational Leadership in terms of Intellectual Stimulation. Also exhibits the statements, mean, standard deviation and remarks.

The statement the school head encourages teachers to explore innovative approaches to teaching and learning got a mean of 6.77 suggests a very high level of School Heads' Transformational Leadership in terms of Intellectual Stimulation and maintained with standard deviation of 0.49. This is the same with the statement the school head creates opportunities for professional development and reflective practice. Although the statement the school head supports experimentation and creativity in addressing school challenges got a mean of 6.70 which slightly lower with standard deviation of 0.54, it still shows suggests a very high level of School Heads' Transformational Leadership in terms of Intellectual Stimulation.

Table 3. Level of School Heads' Transformational Leadership in terms of Intellectual Stimulation

Statements	Mean	SD	Remarks
The school head...			
...encourages teachers to explore innovative approaches to teaching and learning.	6.77	0.49	Strongly Agree
...promotes critical thinking by challenging traditional practices when necessary.	6.71	0.59	Strongly Agree
...creates opportunities for professional development and reflective practice.	6.76	0.50	Strongly Agree
...values the diverse perspectives of teachers and staff in problem-solving.	6.74	0.51	Strongly Agree
...supports experimentation and creativity in addressing school challenges.	6.70	0.54	Strongly Agree
Weighted Mean	6.74		
SD	0.46		
Verbal Interpretation			Very High

The level of School Heads' Transformational Leadership in terms of Intellectual Stimulation attained a weighted mean score of 6.74 and a standard deviation of 0.46 and was verbally interpreted as very high among the respondents. .

This indicates that school heads demonstrate a very high level of transformational leadership in terms of Intellectual Stimulation, as shown by the consistently high mean scores. They actively encourage teachers to adopt innovative teaching approaches, support creativity in solving school challenges, and provide opportunities for professional growth and reflective practice. The high weighted mean and low standard deviation further suggest strong agreement among respondents that school heads foster a culture of innovation and continuous improvement.

Table 4 express the level of School Heads' Transformational Leadership in terms of Individualized consideration. Also presents the statements, mean, standard deviation and remarks.

The statement the school head gives attention to the professional growth and development needs of each teacher got a mean of 6.77 which suggests a very high level of School Heads' Transformational Leadership in terms of Individualized consideration and buoyed with standard

deviation of 0.44. Correspondingly is the statement the school head recognizes and value the individual strengths and contributions of teachers and staff. Whereas the statement the school head provides personal support and guidance to teachers when needed got a mean of 6.70 which slightly lower with standard deviation of 0.51, it still directs a very high level of School Heads' Transformational Leadership.

Table 4. Level of School Heads' Transformational Leadership in terms of Individualized Consideration

Statements	Mean	SD	Remarks
The school head...			
...provides personal support and guidance to teachers when needed.	6.70	0.51	Strongly Agree
...recognizes and value the individual strengths and contributions of teachers and staff.	6.76	0.51	Strongly Agree
...gives attention to the professional growth and development needs of each teacher.	6.77	0.44	Strongly Agree
...demonstrates empathy and understanding toward the personal concerns of school personnel.	6.74	0.55	Strongly Agree
...ensures that opportunities and responsibilities are fairly distributed according to individual capacities.	6.74	0.51	Strongly Agree
Weighted Mean	6.74		
SD	0.43		
Verbal Interpretation			Very High

The level of School Heads' Transformational Leadership in terms of Individualized Consideration attained a weighted mean score of 6.74 and a standard deviation of 0.43 and was verbally interpreted as very high among the respondents.

This indicates that school heads demonstrate a very high level of Transformational Leadership in terms of Individualized Consideration. They actively attend to the professional growth of teachers, recognize their individual strengths, and provide personal support when needed. Overall, this reflects a strong commitment to addressing the unique needs and contributions of each teacher.

Overall, Individualized Consideration enables leaders to strengthen personal connections, provide tailored guidance, boost performance, and foster a supportive, inclusive, and thriving organizational environment where employees or teachers feel valued, motivated, and empowered to reach their full potential.

Level of teachers' efficacy

In this study, the level of teachers' efficacy refers to multiple dimensions, including Classroom Management, Instructional Strategies, Technological Integration, Communication Skills, Student Engagement, Assessment Techniques, Coaching and Monitoring, Collaboration with Colleagues, Professional Growth and Reflection, and Adaptability and Innovation, which collectively capture teachers' competence, confidence, and effectiveness in delivering high-quality instruction and supporting student learning.

The following tables show the statement, mean, standard deviation, remarks and verbal interpretation from the perspectives of respondents.

Table 5. Level of teachers' efficacy in terms of Classroom Management

Statements	Mean	SD	Remarks
The teacher...			
...establishes clear rules, routines, and expectations to maintain order in the classroom.	6.67	0.54	Strongly Agree
...applies consistent and fair strategies in managing student behavior.	6.61	0.56	Strongly Agree
...creates a positive classroom atmosphere that encourages respect and cooperation	6.66	0.52	Strongly Agree
...implements proactive strategies to prevent disruptions and maximize learning time.	6.57	0.56	Strongly Agree
...manages classroom resources and space effectively to support learning activities.	6.65	0.50	Strongly Agree
Weighted Mean	6.63		
SD	0.44		
Verbal Interpretation			Very High

Table 5 illustrates the level of teachers' efficacy in terms of Classroom Management. Also demonstrates the statements, mean, standard deviation and remarks.

The statement the teacher establishes clear rules, routines, and expectations to maintain order in the classroom got a mean of 6.67 which suggests a very high level of teachers' efficacy in terms of Classroom Management and braced with standard deviation of 0.54. The same with this is the statement the teacher creates a positive classroom atmosphere that encourages respect and cooperation. Even though the statement the teacher applies consistent and fair strategies in managing student behavior got a mean of 6.61 which is slightly lower with standard deviation of 0.56, it still signifies a very high level of teachers' efficacy in terms classroom management

The level of teachers' efficacy in terms of Classroom Management attained a weighted mean score of 6.63 and a standard deviation of 0.54 and was verbally interpreted as very high among the respondents.

This indicates that teachers demonstrate a very high level of efficacy in Classroom Management. They establish clear rules, routines, and expectations, create a positive classroom atmosphere that encourages respect and cooperation, and apply consistent and fair strategies in managing student behavior. Overall, this reflects their strong ability to maintain an organized and supportive learning environment.

Overall, strong classroom management fosters responsible behavior, learner confidence, and an organized, supportive classroom climate, while also promoting effective learning, minimizing disruptions, and enabling teachers to implement instructional strategies more efficiently.

Table 6 confirms the level of teachers' efficacy in terms of Instructional Strategies. Also exposes the statements, mean, standard deviation and remarks.

The statement the teacher integrates technology and innovative practices to enhance instruction got a mean of 6.71 which suggests a very high level of teachers' efficacy in terms of Instructional Strategies and stayed with standard deviation of 0.53. This is the same with the statement the teacher applies appropriate teaching strategies that align with learning objectives. Despite a mean of 6.63 which is slightly lower with standard deviation of 0.56, the statement the teacher utilizes differentiated strategies to support struggling and

advanced learners still denotes a very high level of teachers' efficacy in terms of Instructional Strategies.

Table 6. Level of teachers' efficacy in terms of Instructional Strategies

Statements	Mean	SD	Remarks
The teacher...			
...applies appropriate teaching strategies that align with learning objectives.	6.70	0.51	Strongly Agree
...adapts instructional methods to address diverse learners' needs.	6.65	0.54	Strongly Agree
...integrates technology and innovative practices to enhance instruction.	6.71	0.53	Strongly Agree
...organizes and present lessons in a way that facilitates student understanding.	6.69	0.51	Strongly Agree
...utilizes differentiated strategies to support struggling and advanced learners.	6.63	0.56	Strongly Agree
Weighted Mean	6.67		
SD	0.46		
Verbal Interpretation	Very High		

The level of teachers' efficacy in terms of Instructional Strategies attained a weighted mean score of 6.67 and a standard deviation of 0.46 and was verbally interpreted as very high among the respondents.

This indicates that teachers demonstrate a very high level of efficacy in Instructional Strategies. They integrate technology and innovative practices, apply teaching methods aligned with learning objectives, and utilize differentiated strategies to support both struggling and advanced learners, fostering an inclusive classroom environment that maximizes student engagement and learning outcomes. Overall, this reflects their strong ability to deliver effective and engaging instruction, maintain student interest, and facilitate meaningful learning experiences that support both academic growth and skill development.

Table 7 appears the level of teachers' efficacy in terms of Technological Integration. Also reveals the statements, mean, standard deviation and remarks.

Table 7. Level of teachers' efficacy in terms of Technological Integration

Statements	Mean	SD	Remarks
The teacher...			
...integrates technology effectively to enhance teaching and learning.	6.66	0.47	Strongly Agree
...utilizes digital tools to support student collaboration and engagement.	6.60	0.55	Strongly Agree
...adapts instructional strategies to incorporate available technological resources.	6.70	0.46	Strongly Agree
...demonstrates competence in using various educational platforms and applications.	6.59	0.57	Strongly Agree
...evaluates and select available technologies that meet students' learning needs.	6.59	0.57	Strongly Agree
Weighted Mean	6.63		
SD	0.43		
Verbal Interpretation	Very High		

The statement the teacher adapts instructional strategies to incorporate available technological resources got a mean of 6.70 which suggests a very high level of teachers' efficacy in terms of Technological Integration and sustained with standard deviation of 0.46. This is the same with the statement the teacher integrates technology effectively to enhance teaching and learning. But a mean of 6.59 which is slightly lower with standard deviation of 0.57, the statement the

teacher demonstrates competence in using various educational platforms and applications and evaluates and select available technologies that meet students' learning needs, it still implies a very high level of teachers' efficacy in terms of Technological Integration.

The level of teachers' efficacy in terms of Technological Integration attained a weighted mean score of 6.63 and a standard deviation of 0.43 and was verbally interpreted as very high among the respondents.

This indicates that teachers demonstrate a very high level of efficacy in Technological Integration. They adapt instructional strategies to incorporate available technological resources, integrate technology effectively to enhance teaching and learning, and demonstrate competence in using various educational platforms and applications, ensuring that instructional approaches meet the diverse needs of students and promote meaningful learning outcomes. Overall, this reflects their strong ability to leverage technology to support and enrich the learning experience.

Table 8. Level of teachers' efficacy in terms of Communication Skills

Statements	Mean	SD	Remarks
The teacher...			
...communicates lesson objectives and instructions clearly to students.	6.72	0.47	Strongly Agree
...uses both verbal and non-verbal communication effectively to facilitate learning.	6.73	0.48	Strongly Agree
...listens attentively and respond appropriately to students' concerns and questions.	6.64	0.51	Strongly Agree
...maintains professional and respectful communication with colleagues, parents, and stakeholders.	6.75	0.43	Strongly Agree
...adjusts my communication style to suit diverse learners' needs and levels of understanding.	6.73	0.48	Strongly Agree
Weighted Mean	6.72		
SD	0.37		
Verbal Interpretation	Very High		

Table 8 indicates the level of teachers' efficacy in terms of Communication Skills. Also conceals the statements, mean, standard deviation and remarks.

The statement the teacher maintains professional and respectful communication with colleagues, parents, and stakeholders got a mean of 6.75 which suggests a very high level of teachers' efficacy in terms of Communication Skills and held with standard deviation of 0.43. Besides, the statement the teacher uses both verbal and non-verbal communication effectively to facilitate learning is similar. However, the statement the teacher listens attentively and respond appropriately to students' concerns and questions got a mean of 6.64 which is slightly lower with standard deviation of 0.51, it still suggests a very high level of teachers' efficacy in terms of Communication Skills.

The level of teachers' efficacy in terms of Communication Skills attained a weighted mean score of 6.72 and a standard deviation of 0.37 and was verbally interpreted as very high among the respondents.

This indicates that teachers demonstrate a very high level of efficacy in Communication Skills. They maintain

professional and respectful communication with colleagues, parents, and stakeholders, use verbal and non-verbal methods effectively, and listen attentively while responding appropriately to students' concerns and questions. Overall, this reflects their strong ability to foster clear, respectful, and effective interactions within the school community.

Table 9 demonstrates the level of teachers' efficacy terms of Student Engagement. Also displays the statements, mean, standard deviation and remarks.

The statement the teacher designs learning activities that capture and sustain students' interest got a mean of 6.70 which suggests a very high level of teachers' efficacy in terms of Student Engagement and carried with standard deviation of 0.48. Similar to this is the statement the teacher encourages active participation and collaboration among students and creates opportunities for students to express their ideas and opinions. Whilst the statement the teacher motivates students to take responsibility for their own learning got a mean of 6.67 which is slightly lower with standard deviation of 0.48, it still reveals a very high level of teachers' efficacy in terms of Student Engagement.

Table 9. Level of teachers' efficacy in terms of Student Engagement

Statements	Mean	SD	Remarks
The teacher...			
...designs learning activities that capture and sustain students' interest.	6.70	0.48	Strongly Agree
...encourages active participation and collaboration among students.	6.69	0.48	Strongly Agree
...motivates students to take responsibility for their own learning.	6.67	0.48	Strongly Agree
...uses strategies that foster curiosity and enthusiasm in the classroom.	6.68	0.52	Strongly Agree
...creates opportunities for students to express their ideas and opinions.	6.69	0.50	Strongly Agree
Weighted Mean	6.69		
SD	0.41		
Verbal Interpretation			Very High

The level of teachers' efficacy in terms of Student Engagement attained a weighted mean score of 6.69 and a standard deviation of 0.41 and was verbally interpreted as very high among the respondents.

This indicates that teachers demonstrate a very high level of efficacy in Student Engagement. They design learning activities that capture and sustain students' interest, encourage active participation and collaboration, and provide opportunities for students to express their ideas and take responsibility for their learning. Overall, this reflects their strong ability to create an interactive and motivating classroom environment.

Table 10 displays the level of teachers' efficacy in terms of Assessment Techniques. Also shows the statements, mean, standard deviation and remarks.

The statement the teacher aligns assessment methods with instructional objectives got a mean of 6.71 which suggests a very high level of teachers' efficacy in terms of Assessment Techniques and taken with standard deviation of 0.47. Likewise, is the statement the teacher applies both formative and summative assessments appropriately. At the same time the statement the teacher analyzes assessment results to inform

and improve instruction got a mean of 6.62 which is slightly lower with standard deviation of 0.52, it still designates a very high level of teachers' efficacy in terms of Assessment Techniques.

Table 10. Level of teachers' efficacy in terms of Assessment Techniques

Statements	Mean	SD	Remarks
The teacher...			
...uses varied assessment tools to measure student learning outcomes.	6.63	0.50	Strongly Agree
...aligns assessment methods with instructional objectives.	6.71	0.47	Strongly Agree
...provides timely and constructive feedback to students.	6.63	0.52	Strongly Agree
...analyzes assessment results to inform and improve instruction.	6.62	0.52	Strongly Agree
...applies both formative and summative assessments appropriately.	6.69	0.48	Strongly Agree
Weighted Mean	6.66		
SD	0.40		
Verbal Interpretation			Very High

The level of teachers' efficacy in terms of Assessment Techniques attained a weighted mean score of 6.66 and a standard deviation of 0.40 and was verbally interpreted as very high among the respondents.

This indicates that teachers demonstrate a very high level of efficacy in Assessment Techniques. They align assessment methods with instructional objectives, apply both formative and summative assessments appropriately, and analyze results to inform and improve instruction. Overall, this reflects their strong ability to use assessments effectively to enhance student learning, provide timely feedback, identify areas for improvement, and inform instructional decisions that support academic growth.

Table 11. Level of teachers' efficacy in terms of Coaching and Monitoring

Statements	Mean	SD	Remarks
The teacher...			
...provides guidance and support to colleagues in improving instructional practices.	6.67	0.49	Strongly Agree
...shares knowledge and resources to help fellow teachers grow professionally.	6.75	0.45	Strongly Agree
...mentors peers by offering constructive feedback and encouragement.	6.68	0.47	Strongly Agree
...models effective teaching practices for less experienced colleagues.	6.68	0.47	Strongly Agree
...actively participates in peer coaching to promote professional learning.	6.70	0.49	Strongly Agree
Weighted Mean	6.70		
SD	0.40		
Verbal Interpretation			Very High

Table 11 express the level of teachers' efficacy in terms of Coaching and Monitoring. Also exhibits the statements, mean, standard deviation and remarks.

The statement the teacher shares knowledge and resources to help fellow teachers grow professionally got a mean of 6.75 which suggests a very high level of teachers' efficacy in terms of Coaching and Monitoring and stood with standard deviation of 0.45. Similar is the statement the teacher actively participates in peer coaching to promote professional learning. Even as the statement the teacher provides guidance and

support to colleagues in improving instructional practices got a mean of 6.67 is slightly lower with standard deviation of 0.49 which it still specifies a very high level of teachers' efficacy in terms of Coaching and Monitoring.

The level of teachers' efficacy in terms of Coaching and Monitoring attained a weighted mean score of 6.70 and a standard deviation of 0.40 and was verbally interpreted as very high among the respondents.

This indicates that teachers demonstrate a very high level of efficacy in Coaching and Monitoring. They share knowledge and resources, actively participate in peer coaching, and provide guidance and support to colleagues to improve instructional practices. Overall, this reflects their strong commitment to fostering professional growth and collaboration among teachers.

Table 12 illustrates the level of teachers' efficacy. Also presents the statements, mean, standard deviation and remarks.

The statement the teacher engages in open communication and idea-sharing with his/her peers got a mean of 6.77 which suggests a very high level of teachers' efficacy in terms of Collaboration with Colleagues and kept with standard deviation of 0.42. Corresponding with it is the statement the teacher works with colleagues to address common challenges in teaching and learning. While the statement the teacher contributes positively to team efforts and school-wide initiatives got a mean of 6.72 which is slightly lower with standard deviation of 0.45, it still shows a very high level of teachers' efficacy in terms of Collaboration with Colleagues.

The level of teachers' efficacy in terms of Collaboration with Colleagues attained a weighted mean score of 6.74 and a standard deviation of 0.40 and was verbally interpreted as very high among the respondents.

This indicates that teachers demonstrate a very high level of efficacy in Collaboration with Colleagues. They engage in open communication and idea-sharing, work with peers to address common teaching challenges, and contribute positively to team efforts and school-wide initiatives. Overall, this reflects their strong ability to foster a cooperative and supportive professional environment.

Table 12. Level of teachers' efficacy in terms of Collaboration with Colleagues

Statements The teacher...	Mean	SD	Remarks
...actively collaborates with colleagues in planning and implementing lessons.	6.73	0.46	Strongly Agree
...engages in open communication and idea-sharing with his/her peers.	6.77	0.42	Strongly Agree
...works with colleagues to address common challenges in teaching and learning.	6.74	0.44	Strongly Agree
...contributes positively to team efforts and school-wide initiatives.	6.72	0.45	Strongly Agree
...respects and value the diverse perspectives of his/her colleagues.	6.73	0.46	Strongly Agree
Weighted Mean	6.74		
SD	0.40		
Verbal Interpretation	Very High		

Table 13 confirms the level of teachers' efficacy in terms of Professional Growth & Reflection. Also demonstrates the statements, mean, standard deviation and remarks.

The statement the teacher participates in professional development activities to strengthen his/her knowledge and skills got a mean of 6.74 which suggests a very high level of teachers' efficacy in terms of Professional Growth and Reflection and sustained with standard deviation of 0.47. As well as the stamen the teacher applies insights from reflection and training to improve his/her future instruction. Though the statement the teacher actively seeks feedback from colleagues, learners, and supervisors to refine his/her practice got a mean of 6.62 which is slightly lower with standard deviation of 0.52, it still directs a very high level of teachers' efficacy in terms of Professional Growth and Reflection.

Table 13. Level of teachers' efficacy in terms of Professional Growth & Reflection

Statements The teacher...	Mean	SD	Remarks
...reflects regularly on his/her teaching practices to identify areas for improvement.	6.63	0.55	Strongly Agree
...sets personal and professional goals to enhance his/her effectiveness in the classroom.	6.69	0.51	Strongly Agree
...actively seeks feedback from colleagues, learners, and supervisors to refine his/her practice.	6.62	0.52	Strongly Agree
...participates in professional development activities to strengthen his/her knowledge and skills.	6.74	0.47	Strongly Agree
...applies insights from reflection and training to improve his/her future instruction.	6.73	0.46	Strongly Agree
Weighted Mean	6.68		
SD	0.42		
Verbal Interpretation	Very High		

The level of teachers' efficacy in terms of Professional Growth & Reflection attained a weighted mean score of 6.68 and a standard deviation of 0.42 and was verbally interpreted as very high among the respondents.

This indicates that teachers demonstrate a very high level of efficacy in Professional Growth and Reflection. They participate in professional development activities, apply insights from reflection and training to improve instruction, and actively seek feedback from colleagues, learners, and supervisors to refine their practice. Overall, this reflects their strong commitment to continuous learning and professional improvement.

Table 14 appears the level of teachers' efficacy in terms of Adaptability and Innovation. Also parades the statements, mean, standard deviation and remarks.

The statement the teacher adapts his/her teaching strategies to meet the changing needs of his/her students got a mean of 6.73 which suggests a very high level of teachers' efficacy in terms of Adaptability and Innovation and maintained with standard deviation of 0.45. This is the same with the statement the teacher demonstrates creativity in solving classroom challenges and enhancing lessons. Although the statement the teacher adjusts to new policies, curricula, or instructional approaches with flexibility got a mean of 6.69 which is slightly lower with standard deviation of 0.50, it still signifies a very high level of teachers' efficacy in terms of Adaptability and Innovation.

The level of teachers' efficacy in terms of Adaptability & Innovation attained a weighted mean score of 6.71 and a standard deviation of 0.42 and was verbally interpreted as very high among the respondents.

Table 14. Level of teachers' efficacy in terms of Adaptability and Innovation

Statements	Mean	SD	Remarks
The teacher...			
...adapts his/her teaching strategies to meet the changing needs of his/her students.	6.73	0.45	Strongly Agree
...adjusts to new policies, curricula, or instructional approaches with flexibility.	6.69	0.50	Strongly Agree
...develops innovative teaching methods to improve student learning outcomes.	6.70	0.49	Strongly Agree
...embraces change and integrate new ideas into instructional practices.	6.70	0.51	Strongly Agree
...demonstrates creativity in solving classroom challenges and enhancing lessons.	6.72	0.49	Strongly Agree
Weighted Mean	6.71		
SD	0.42		
Verbal Interpretation	Very High		

This indicates that teachers demonstrate a very high level of efficacy in Professional Growth and Reflection. They participate in professional development activities, apply insights from reflection and training to improve instruction, and actively seek feedback from colleagues, learners, and supervisors to refine their practice. Overall, this reflects their strong commitment to continuous learning and professional improvement.

Level of School Heads' Key Responsibility Area (KRA)

In this study, the level of School Heads' Key Responsibility Area (KRA) refers to School Leadership and Administration, Teaching and Learning Delivery, Learner Formation and Development, and School Operation and Management.

The following tables show the statement, mean, standard deviation, remarks and verbal interpretation from the perspectives of respondents.

Table 15. Level of School Heads' Key Responsibility Area (KRA) in terms of School Leadership and Administration (15%)

Academic Year	Mean	SD	Rating
2022 to 2023	0.72	0.02	Outstanding
2023 to 2024	0.73	0.02	Outstanding
2024 to 2025	0.74	0.01	Outstanding
Weighted Mean	0.73		
SD	0.01		
Verbal Interpretation	Very High		

Table 15 indicates the level of School Heads' Key Responsibility Area (KRA) in terms of School Leadership and Administration (15%). Also exposes the statements, mean, standard deviation and ratings.

A mean of 0.74 for Academic Year 2024 to 2025 suggests a very high level of School Heads' Key Responsibility Areas (KRA) in terms of School Leadership and Administration and supported with standard deviation of 0.01. Whereas the mean for Academic Year 2022 to 20253 is slightly lower in 0.72 with standard deviation of 0.02.

The level of School Heads' Key Responsibility Area (KRA) in terms of School Leadership and Administration

attained a rating mean score of 0.73 and a standard deviation of 0.01 and was verbally interpreted as very high has a gradual increase for the past two academic years.

Table 16. Level of School Heads' Key Responsibility Areas (KRA) in terms of Teaching and Learning Delivery (15%)

Academic Year	Mean	SD	Rating
2022 to 2023	0.72	0.02	Outstanding
2023 to 2024	0.73	0.02	Outstanding
2024 to 2025	0.74	0.01	Outstanding
Weighted Mean	0.73		
SD	0.01		
Verbal Interpretation	Very High		

Table 16 shows the level of School Heads' Key Responsibility Areas (KRA) in terms of Teaching and Learning Delivery (15%). Also reveals the statements, mean, standard deviation and ratings.

A mean of 0.74 for Academic Year 2024 to 2025 suggests a very high level of School Heads' Key Responsibility Area (KRA) in terms of Teaching and Learning Delivery and reinforced with standard deviation of 0.01. Even though a mean of 0.72 is slightly lower with standard deviation of 0.02 for Academic Year 2022 to 2023.

The level of School Heads' Key Responsibility Areas (KRA) in terms of Teaching and Learning Delivery attained a rating mean score of 0.73 and a standard deviation of 0.01 and was verbally interpreted as very high has a gradual increase for the past two academic years.

This indicates that School Heads demonstrate a very high level of Key Responsibility Areas (KRA) in Teaching and Learning Delivery, showing a gradual increase over the past two academic years. This reflects their consistent ability to support and enhance instructional practices, ensuring effective teaching and learning. Overall, it highlights their sustained commitment to improving educational outcomes for students, fostering a culture of continuous improvement, and supporting teachers in delivering high-quality, engaging, and effective instruction.

Table 17. Level of School Heads' Key Responsibility Areas (KRA) in terms of Learner Formation and Development (24%)

Academic Year	Mean	SD	Rating
2022 to 2023	1.15	0.03	Outstanding
2023 to 2024	1.16	0.03	Outstanding
2024 to 2025	1.18	0.02	Outstanding
Weighted Mean	1.16		
SD	0.02		
Verbal Interpretation	Very High		

Table 17 demonstrates the level of School Heads' Key Responsibility Areas (KRA) in terms of Learner Formation and Development (24%). Also displays the statements, mean, standard deviation and ratings.

A mean of 1.18 for Academic Year 2024 to 2025 suggests a very high level of School Heads' Key Responsibility Area (KRA) in terms of Learner Formation and Development and buoyed with standard deviation of 0.02. Despite a mean of 1.15 is slightly lower with standard deviation of 0.03 for Academic Year 2022 to 2023.

The level of School Heads’ Key Responsibility Areas (KRA) in terms of Learner Formation and Development attained a rating mean score of 1.16 and a standard deviation of 0.02 and was verbally interpreted as very high has a gradual increase for the past two academic years.

This indicates that School Heads demonstrate a very high level of Key Responsibility Areas (KRA) in Learner Formation and Development, with a gradual increase observed over the past two academic years. This reflects their consistent efforts to support the holistic growth and development of students, promote a positive and inclusive learning environment, and ensure that both academic and personal needs are effectively addressed. Overall, it highlights their sustained commitment to nurturing learners’ academic, social, and personal development, fostering holistic growth, and creating a supportive and empowering learning environment that encourages students to reach their full potential.

Table 18. Level of School Heads’ Key Responsibility Areas (KRA) in terms of School Operation and Management (6%)

Academic Year	Mean	SD	Rating
2022 to 2023	0.26	0.08	Outstanding
2023 to 2024	0.28	0.06	Outstanding
2024 to 2025	0.29	0.01	Outstanding
Weighted Mean	0.28		
SD	0.03		
Verbal Interpretation	Very High		

Table 18 displays the level of School Heads’ Key Responsibility Areas (KRA) in terms of School Operation and Management (6%). Also shows the statements, mean, standard deviation and ratings.

A mean of 0.29 for Academic Year 2024 to 2025 suggests a very high level of School Heads’ Key Responsibility Areas (KRA) in terms of School Operation and Management and braced with standard deviation of 0.01. However, a mean of 0.26 is slightly lower with standard deviation of 0.08 for Academic Year 2022 to 2023.

The level of School Heads’ Key Responsibility Areas (KRA) in terms of School Operation and Management attained a rating mean score of 0.28 and a standard deviation of 0.03 and was verbally interpreted as very high has a gradual increase for the past two academic years.

This indicates that School Heads demonstrate a very high level of Key Responsibility Area (KRA) in Learner Formation and Development, with a gradual increase observed over the past two academic years. This reflects their consistent efforts to support the holistic growth and development of students. Overall, it highlights their sustained commitment to nurturing learners’ academic, social, and personal development.

Test of Relationship between the School Heads’ Transformational Leadership and the Teachers’ Efficacy

To test the significant effect between the School Heads’ Transformational Leadership the teachers’ efficacy in terms of Classroom Management, Instructional Strategies Technological Integration, Communication Skills, Student Engagement, Assessment Techniques, Coaching and Monitoring, Collaboration with Colleagues, Professional Growth & Reflection, and Adaptability & Innovation they

were treated statistically using Real Statistics Data Analysis Tools using the Pearson Product Moment Correlation Coefficient.

As revealed in table 19, all dimensions of School Heads’ Transformational Leadership show a statistically significant positive correlation with all indicators of Teacher’s Efficacy with r values ranging approximately from .483 to .700, p value of .000. This indicates that higher levels of transformational leadership are consistently associated with higher teacher efficacy across domains.

Idealized Influence is significantly correlated with teachers’ efficacy indicators, with coefficients ranging from .483 to .644, showing moderate positive relationships, with its strongest association observed in Classroom Management with r value of .644 and weakest in Assessment Techniques with r value of .483. Inspirational Motivation also demonstrates moderate to strong positive correlations, ranging from .533 to .663, with its highest relationship found in Classroom Management with r value of .663, suggesting that motivational leadership behaviors are strongly linked to teachers’ classroom effectiveness.

Meanwhile, Intellectual Stimulation exhibits the strongest overall relationships among the four leadership dimensions, with correlations ranging from .525 to .700, notably reaching its peak in Classroom Management with r value of .700, indicating a very strong association. This suggests that leaders who encourage innovation and critical thinking significantly enhance multiple aspects of teacher efficacy. Lastly, Individualized Consideration also shows consistent moderate to strong positive relationships, ranging from .496 to .690, with the highest correlation again in Classroom Management with r value of .690.

Overall, this indicates that all four dimensions of transformational leadership are significantly and positively associated with teachers’ efficacy. This suggests that when school heads consistently demonstrate higher levels of Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration, teachers are more likely to strengthen their sense of efficacy across multiple professional domains, particularly in classroom management, instructional strategies, technological integration, communication skills, student engagement, assessment techniques, coaching and monitoring, collaboration, professional growth, and adaptability and innovation, thereby reflecting a more confident and effective teaching performance.

The significant positive relationship between School Heads’ Transformational Leadership and Teachers’ Efficacy can be explained by the consistent influence of leadership behaviors that enhance teachers’ motivation, confidence, and instructional capability.

Test of relationship between the School Heads’ Transformational Leadership and the Key Responsibility Area (KRA)

To test the significant effect between the School Heads’ Transformational Leadership the Key Responsibility Area (KRA) in terms of School Leadership and Administration,

Teaching and Learning Delivery, Learner Formation and Development, and School Operation and Management they were treated statistically using Real Statistics Data Analysis

Tools using the Pearson Product Moment Correlation Coefficient.

Table 19. Significant Relationship between the School Heads' Transformational Leadership and the teachers' efficacy

School Heads' Transformational Leadership	Teacher's Efficacy										
	Classroom Management	Instructional Strategies	Technological Integration	Communication Skills	Student Engagement	Assessment Techniques	Coaching and Monitoring	Collaboration with Colleagues	Professional Growth & Reflection	Adaptability & Innovation	
II	Pearson Correlation	.644**	.484**	.547**	.554**	.536**	.483**	.579**	.529**	.557**	.491**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
	N	128	128	128	128	128	128	128	128	128	128
IM	Pearson Correlation	.663**	.570**	.604**	.621**	.615**	.533**	.589**	.539**	.649**	.629**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
	N	128	128	128	128	128	128	128	128	128	128
IS	Pearson Correlation	.700**	.569**	.582**	.600**	.574**	.539**	.577**	.525**	.638**	.597**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
	N	128	128	128	128	128	128	128	128	128	128
IC	Pearson Correlation	.690**	.513**	.554**	.646**	.572**	.553**	.531**	.496**	.606**	.513**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
	N	128	128	128	128	128	128	128	128	128	128

Table 28. Significant Relationship between the School Heads' Transformational Leadership and the Key Responsibility Area (KRA)

School Heads' Transformational Leadership	Key Responsibility Areas (KRA)					
	SL&A	T&LD	LF&D	SOM	RA	
Idealized Influence	Pearson Correlation	-.205*	-0.119	-0.020	-0.106	-0.112
	Sig. (2-tailed)	0.021	0.180	0.820	0.234	0.210
	N	128	128	128	128	128
Inspirational Motivation	Pearson Correlation	-.242**	-0.128	-0.097	-0.111	-0.162
	Sig. (2-tailed)	0.006	0.151	0.277	0.211	0.067
	N	128	128	128	128	128
Intellectual Stimulation	Pearson Correlation	-.215*	-0.148	-0.113	-0.134	-0.167
	Sig. (2-tailed)	0.015	0.095	0.205	0.132	0.060
	N	128	128	128	128	128
Individualized consideration	Pearson Correlation	-.183*	-0.105	-0.078	-0.125	-0.125
	Sig. (2-tailed)	0.039	0.239	0.381	0.160	0.158
	N	128	128	128	128	128

The table showed that all four dimensions of Transformational Leadership are negatively correlated with the key responsibility areas of school heads. Among these, the most consistent and statistically significant relationships appear in the domain of School Leadership and Administration. Specifically, Idealized Influence with an r value of 0.205, Inspirational Motivation with an r value of 0.242, Intellectual Stimulation with an r value of 0.215, and Individualized Consideration with an r value of 0.183, all show significant negative associations with the Key Responsibility Areas. This pattern suggests that as school heads demonstrate stronger transformational leadership behaviors, their performance ratings in administrative leadership tend to decline.

For other responsibility areas which are Teaching and Learning Delivery, Learner Formation and Development, School Operation and Management the correlations remain negative but are not statistically significant. This indicates that transformational leadership does not strongly predict

outcomes in these domains, though the direction of the relationship is still inverse.

The findings challenge the conventional expectation that transformational leadership universally enhances organizational effectiveness. Instead, they suggest a possible mismatch between the qualities emphasized in transformational leadership and the evaluative criteria used for school heads' responsibilities. One interpretation is that while transformational leaders inspire and motivate, they may be perceived as less effective in the procedural and managerial aspects of school administration. Cultural and contextual factors may also play a role, as certain educational environments may value directive or transactional leadership styles more highly in administrative functions.

Proposed Developmental Plan for Enhancing School Heads' Transformational Leadership on Teachers' Efficacy and Key Responsibility Areas (KRA).

Enhancing school heads' leadership requires a strategic approach anchored on the four components of Transformational Leadership. This leadership style strengthens integrity, motivation, and overall school management effectiveness. The proposed developmental plan aims to build leadership capacity through targeted training, mentorship, scenario-based exercises, and self-assessment tools. Through these structured interventions, school heads in SDO Laguna can develop more adaptive and strategic leadership practices, fostering a more effective and supportive educational environment.

Transformational leadership plays a vital role in effective school management by enabling school heads to inspire, motivate, and guide teachers and staff toward shared goals. It goes beyond managing daily operations, as educational leaders shape school culture, strengthen professional commitment, and promote continuous improvement.

The developmental plan on transformational leadership aims to strengthen the school head's leadership capacity by enhancing the four core components: Idealized Influence, which promotes integrity and ethical behavior to build trust; Inspirational Motivation, which improves the ability to communicate a clear and compelling school vision; Intellectual Stimulation, which fosters innovation and collaborative problem-solving among teachers; and Individualized Consideration, which supports personalized guidance and professional development for staff.

The transformational leadership training for School Heads in SDO Laguna aims to strengthen ethical leadership, motivation, innovation, and individualized support. Through self-assessments, workshops, case studies, mentoring, role-playing, and action planning, participants will enhance their ability to serve as ethical role models, inspire staff, encourage creativity, and provide targeted support. In educational settings, learning and application will be strengthened via reflective exercises, group discussions, and feedback sessions. School leaders are expected to show moral leadership, inspire staff to achieve school objectives, encourage creativity in teaching and learning, and help staff grow by the end of the program. These actions will improve morale, performance, and alignment with the school's vision.

The training is expected to improve School Heads' leadership practices and overall school functioning. By the end of the program, they should demonstrate ethical, integrity-based leadership, motivate and engage staff, and foster higher morale and commitment. They are also expected to promote creativity and critical thinking, leading to innovative teaching strategies and better student outcomes, while providing individualized support that enhances teachers' professional growth, satisfaction, and retention. Overall, these outcomes aim to align leadership with the school vision, strengthen staff performance, and improve school effectiveness. Through its implementation, school heads can strengthen leadership and decision-making skills, adopt a more collaborative management approach, and ultimately support teacher development, improve instructional quality, and promote positive student outcomes.

IV. CONCLUSION AND RECOMMENDATIONS

The School Heads' Transformational Leadership have significantly relationship to the teachers' efficacy thus the hypothesis is rejected. This means that all dimensions of Transformational Leadership are significantly and positively correlated with the various indicators of teachers' efficacy. This indicates that transformational leadership practices by school heads play a crucial role in enhancing teacher effectiveness across multiple dimensions, ultimately contributing to improved instructional quality and student learning outcomes. The findings confirmed that Transformational Leadership have significant relationship the teachers' efficiency. Hence, teachers whose school heads demonstrated higher levels of Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration tended to have higher teaching efficacy.

On the other hand, the null hypothesis stating that the School Heads' Transformational Leadership does not significantly affect the Key Responsibility Areas (KRA) is accepted. This means that, for this group of school heads, exhibiting transformational leadership behaviors did not reliably predict higher performance in these specific KRAs. In other words, while transformational leadership may influence teachers' efficacy, it does not necessarily translate into measurable differences in these areas of school management and operations, which contrasts with what might be expected based on prior assumptions or anecdotal evidence.

Based on the conclusions, the following recommendations are provided to enhance the competencies of school heads, supervisors, teachers, students, future researchers, and other key stakeholders in the educational community:

Teacher may maintain high efficiency in teaching to further improve student learning outcomes, higher classroom productivity, and a more effective overall school performance. They may also look for other factors that may affect their teaching proficiency.

School heads may utilize transformational leadership style in managing schools to further impacts teachers by increasing their motivation, job satisfaction, and commitment to professional growth. They may also remain committed to keep their performance high as reflected in their Key Responsibility Areas (KRA) that positively impacts the school by fostering a culture of excellence, improving teacher effectiveness, enhancing student achievement, and ensuring efficient school operations.

Administrators may develop mentoring and coaching initiatives to reinforce teachers' classroom management, instructional strategies, and professional growth, leveraging the positive influence of transformational leadership. They may implement professional development programs for school heads focused on strengthening Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration. Also, they may advocate for school policies that recognize and reward transformational leadership practices, ensuring school heads are incentivized to adopt behaviors that improve teacher performance.

Researchers may extend research to examine how transformational leadership indirectly affects student performance through enhanced teacher efficacy. They may also conduct further studies to explore why transformational leadership does not significantly impact certain Key Responsibility Areas, identifying contextual or systemic factors that may moderate this relationship.

By implementing these recommendations, all educational leaders, teachers, staff, students, parents, and future researchers can enhance their leadership, teaching efficiency, and performance. Strengthening Transformational Leadership across the school community will create an environment that is both emotionally supportive and strategically effective, ultimately leading to improved teacher performance, increased

student achievement, and a more resilient and adaptive educational system.

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