

Perceived Transformational Leadership and Instructional Efficacy among Teachers in a Selected School in Manila

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Abstract

This study examined the relationship between perceived transformational leadership and instructional efficacy among classroom teachers in a selected school in DepEd Manila and served as the basis for a comprehensive supervisory plan. It was anchored on Transformational Leadership Theory, Social Cognitive Theory, and Distributed Leadership Theory, which collectively explain how leadership behaviors influence teacher confidence, professional growth, and instructional practice. Using a quantitative correlational-descriptive design, the study gathered data from 106 purposively selected teachers out of a population of 165 during the school year 2025–2026. A structured survey questionnaire adapted from established teacher efficacy and transformational leadership scales was validated, pilot-tested, and administered through Google Forms. Data were analyzed using frequency, percentage, mean, standard deviation, Pearson *r*, and multiple regression. Findings showed that the respondents were predominantly early-career teachers, many of whom were already pursuing graduate studies. Head teachers were perceived to demonstrate a very high level of transformational leadership, with Idealized Influence receiving the highest rating, while classroom teachers likewise reported a very high level of instructional efficacy, especially in instructional strategies. A strong positive and statistically significant relationship was found between transformational leadership and instructional efficacy. Regression analysis further revealed that Intellectual Stimulation and Idealized Influence were the strongest positive predictors of instructional efficacy, while student engagement remained the most challenging area for teachers. The study concluded that transformational leadership significantly enhances teachers' instructional efficacy and that leadership practices must combine inspiration with intellectual challenge and practical support. It recommended the integration of transformational leadership into supervisory plans, leadership training, and professional learning interventions. The study aligns with SDG 4, SDG 8, and SDG 17 by supporting quality education, professional development, and collaborative institutional improvement. Its sustainability impact lies in strengthening educational and institutional sustainability through improved leadership, teacher development, and long-term school effectiveness.

Keywords: Classroom Teachers, DepEd Manila, Idealized Influence, Instructional Efficacy, Intellectual Stimulation, Supervisory Plan, Transformational Leadership

1. Introduction

Transformational leadership has become increasingly important in education because it emphasizes inspiration, collaboration, innovation, and professional growth. At the same time, instructional efficacy reflects teachers' confidence in influencing student learning, including their ability to engage learners, apply effective teaching strategies, and manage classrooms well. In the Philippine educational context, particularly in DepEd Manila, the relationship between these two constructs is highly relevant because schools continue to face pressures related to reform, limited resources, workload demands, and the need to improve student achievement. The study therefore examines how transformational leadership among head teachers relates to teachers' instructional efficacy and how this relationship may inform a comprehensive supervisory plan for educational improvement.

Transformational leadership originated in the early 1970s and later extended from business to education as an approach that motivates individuals to go beyond limitations and contribute to organizational growth, collaboration, and innovation. In schools, it is viewed as a way of empowering teachers, refining pedagogical practices, and enriching student learning experiences. Instructional efficacy, on the other hand, refers to teachers' belief in their ability to influence student participation and achieve intended learning goals, even among unmotivated learners. As presented in the study, teacher effectiveness is central to education because it strengthens student performance and enhances teachers' confidence in using varied instructional strategies. Within DepEd Manila, this relationship is especially significant because school heads and head teachers are expected not only to manage but also to guide teachers toward stronger classroom practice and better learner outcomes.

The literature reviewed in the thesis consistently presents transformational leadership as a strong contributor to teacher development, school improvement, and student outcomes. The four core dimensions of transformational leadership—Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration—are framed as mechanisms through which leaders build trust, emotional safety, collaboration, and professional commitment. The reviewed studies also suggest that instructional efficacy is strengthened when teachers receive supportive leadership, mentoring, and opportunities for collaboration such as Professional Learning Communities. In addition, the literature highlights that self-efficacy is especially important in diverse and changing classrooms, where teachers must sustain engagement, adapt instruction, and respond to new educational conditions (Padohinog et al., 2024); (Proficient teacher study, 2025); (Rahmawati et al., 2024). The synthesis of the reviewed literature further shows that leadership practices and teacher efficacy are linked to professional growth, institutional development, and improved teaching effectiveness.

The study situates the problem within broader educational reforms in the Philippines and the global demand for quality education. Nationally, the Philippine educational system has undergone major reforms, yet concerns remain about instructional quality and learner performance. The thesis specifically highlights the country's low ranking in the 2022 PISA assessment, where the Philippines placed 78th out of 80 participating nations, underscoring serious concerns regarding curriculum and teaching strategies. In Metro Manila, and particularly in DepEd Manila, these concerns are magnified by large school populations, diverse learner needs, and persistent institutional pressures. Within this setting, head teachers perform dual roles as administrators and instructional leaders, making their leadership practices highly consequential to teachers' instructional efficacy and to the wider reform agenda.

The study is grounded in the Transformational Leadership Theory of James MacGregor Burns and Bernard M. Bass, which explains how leaders inspire followers to move beyond self-interest for the good of the organization. Bass's four components—Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration—frame the leadership behaviors examined in the study and are directly linked to teacher support and instructional improvement (Michigan State University, 2022). The framework is complemented by Bandura's Social Cognitive Theory, particularly the concept of self-efficacy, which explains that individuals' beliefs in their capabilities affect how they perform tasks and overcome obstacles (Givens, 2019). In the context of education, teachers with high instructional efficacy are expected to use more innovative strategies and positively influence student learning (Sam May-Varas and Margolis, 2022). The study also draws from Distributed Leadership Theory, which emphasizes shared responsibility among members of the school community and helps explain how leadership practices may be embedded in school culture to enhance instructional efficacy (McPheat, 2023). The educational relevance of transformational leadership in dynamic school settings is likewise emphasized in the source text (The Economic Times, 2023); (Nickerson, 2024).

Although transformational leadership has been associated with positive organizational and educational outcomes, the thesis argues that important challenges remain in the Philippine setting. Among these are limited formal training for school administrators in transformational leadership, resistance to change, inadequate resources, overcrowded classrooms, bureaucratic structures, insufficient professional development, and the socioeconomic realities affecting learners and schools. These conditions may hinder the full realization of transformational leadership and weaken instructional support. The study therefore addresses a practical and scholarly need to examine how transformational leadership relates to teachers' instructional efficacy in a selected school in DepEd Manila and to identify factors that can strengthen this relationship. Its rationale is further reinforced by the intent to develop a comprehensive supervisory plan that can support teacher empowerment, collaboration, innovation, and more effective instructional practice.

This study aligns most clearly with SDG 4 – Quality Education because it focuses on improving instructional effectiveness, teacher capability, and school leadership practices that support better teaching and learning outcomes. It also connects with SDG 8 – Decent Work and Economic Growth because effective educational leadership and strengthened teacher efficacy contribute to professional development and human capital formation in a knowledge-based economy. The emphasis on collaboration among school leaders, teachers, and educational stakeholders also gives the study relevance to SDG 17 – Partnerships for the Goals, particularly in the way educational improvement depends on coordinated institutional support.

The study is important to multidisciplinary sustainability because it contributes primarily to educational sustainability by supporting long-term improvement in teaching quality and instructional leadership. It also has value for institutional sustainability, as stronger supervisory and leadership practices can help schools create more adaptive, collaborative, and professionally supportive environments. In addition, it has socio-economic sustainability implications because better educational outcomes help prepare learners with critical thinking and problem-solving skills needed in a rapidly evolving future. By proposing a comprehensive supervisory plan grounded in leadership and efficacy, the study offers a practical mechanism for sustaining school improvement, teacher development, and learner success over time.

2. Material and methods

2.1 Research Design

The study employed a quantitative correlational-descriptive research design. It was intended to describe the prevailing transformational leadership practices of head teachers and the instructional efficacy of classroom teachers, while also determining the relationship between these variables and the extent to which leadership dimensions influence teaching effectiveness. The design relied on structured data collection through surveys and assessments, which allowed a systematic analysis of leadership practices and instructional efficacy (Creswell and Cresswell, 2022).

2.2 Locale of the Study

The study was conducted in a selected school in Manila under DepEd-Manila during the school year 2025–2026. The manuscript consistently situates the investigation in a selected secondary school within the Schools Division Office of Manila, where the relationship between head teachers' transformational leadership and classroom teachers' instructional efficacy was examined in a specific institutional setting.

2.3 Respondents of the Study

The respondents were classroom teachers from the selected school in Manila. From the school's total faculty population, 106 teachers served as respondents. Their selection considered their role as classroom teachers, their teaching-related experience, and their perceptions of the transformational leadership of their head teachers, so that the data gathered would be directly relevant to the study variables.

2.4 Sample and Sampling Procedure

The population frame consisted of the official roster of 165 teachers employed in the selected school for the school year 2025–2026. From this population, 106 respondents were purposively selected. Purposive sampling was used to include teachers who were knowledgeable about the characteristics and traits of their department heads and who could meaningfully describe how transformational leadership affected their teaching practice and professional development. This procedure ensured that the selected participants had direct experience and relevant knowledge aligned with the focus of the study.

2.5 Research Instrument

The study used a structured survey questionnaire to gather data on transformational leadership and instructional efficacy. The instrument measured the dimensions of Inspirational Motivation, Individualized Consideration, Intellectual Stimulation, and Idealized Influence, as well as teachers' instructional efficacy. It used Likert-scale items to assess the frequency and effectiveness of leadership practices and their influence on teaching. The questionnaire was adapted from Tschannen-Moran & Woolfolk Hoy in 2001 for the teacher efficacy scale, and for the transformative leadership survey, it was adapted from IBR-TCU's TCU STL. The instrument was grounded in established theory and validated scales, then refined through expert validation and pilot or field testing to improve clarity and effectiveness.

2.6 Data Gathering Procedure

Data gathering began with the development of the survey questionnaire, followed by expert validation. The recommendations of the validators were incorporated into the instrument before administration. The questionnaire also underwent pilot testing to ensure clarity and strong internal consistency. After securing formal approvals from the Graduate School and DepEd Manila, the instrument was distributed systematically through Google Forms. The data collection process focused on assessing transformational leadership practices and evaluating teachers' instructional efficacy using the validated survey tool.

2.7 Data Analysis Techniques

The data were analyzed using both descriptive and inferential statistics. For the descriptive phase, frequency and percentage were used to present the demographic profile of the respondents, while mean and standard deviation were used to summarize the dimensions of transformational leadership and instructional efficacy. For the inferential phase, Pearson r was used to determine the relationship between transformational leadership and instructional efficacy, and Multiple Regression was used to examine how Inspirational Motivation, Individualized Consideration, Intellectual Stimulation, and Idealized Influence influenced the instructional efficacy of classroom teachers. These techniques enabled a comprehensive analysis of patterns, relationships, and predictive effects among the study variables.

2.8 Ethical Considerations

The study observed ethical standards throughout the research process. Participant confidentiality and anonymity were prioritized, and personal information was treated as privileged. Respondents were informed of the purpose of the study, the possible benefits of participation, and their right to withdraw at any time without adverse consequences. Personal identifiers were removed during data collection, and anonymized data were stored in a secure, restricted-access database.

to protect privacy and data integrity. Formal approval was obtained from the Dean of the Graduate School and the School Division Office-Research Committee, and the study was continuously monitored to ensure adherence to ethical guidelines.

3. Results and Discussion

3.1 Primary Findings

3.1.1 Respondent Profile

The respondents were 106 classroom teachers from the selected school. Most were Teacher I, comprising 80 respondents or 75.5%, followed by Teacher II with 16 or 15.1%, Master Teacher I with 8 or 7.5%, and Teacher III with 2 or 1.9%. In terms of years of service, 46 or 43.4% had 1–5 years of experience, 45 or 42.5% had 6–10 years, 12 or 11.3% had 11–15 years, and only 3 or 2.8% had 16 years and above. In educational attainment, 52 or 49.1% held a bachelor's degree, 30 or 28.3% were MA Unit Earners, 13 or 12.3% were MA CAR, 9 or 8.5% had completed a master's degree, and only 1 respondent each, or 0.9%, belonged to Doctorate CAR and Doctorate Unit Earner categories. Overall, the profile reflects a predominantly early-career teaching force, with more than half already pursuing or completing graduate-level studies. This pattern suggests that the school's teaching workforce is largely composed of junior or developing professionals who may be especially responsive to supervision and leadership support. The predominance of Teacher I personnel and the concentration of teachers with ten years or less of experience parallel the young faculty profile discussed by Ebreo (2024) and support the idea that early-career teachers are strong candidates for supervisory interventions. At the same time, the high proportion of respondents already engaged in graduate study indicates strong professional commitment, which aligns with Balaca (2023), where advanced educational attainment was linked to stronger supervisory capacity, and with Battad (2024), which noted that attainment levels do not diminish leadership's positive effect on teacher self-efficacy. Kareem et al. (2023) further supports the view that transformational leadership can strengthen commitment to institutional goals, student development, and personal growth.

3.1.2 Perceived Transformational Leadership of Head Teachers

The respondents rated the transformational leadership of head teachers as very high overall, with a grand mean of 3.69. Among the four dimensions, Idealized Influence obtained the highest mean at 3.71, followed by Individualized Consideration at 3.70, Inspirational Motivation at 3.69, and Intellectual Stimulation at 3.65. Although Intellectual Stimulation received the lowest mean, it still fell within the "Very High" range. These results indicate that teachers generally perceived their head teachers as strongly transformational, particularly as trusted role models who demonstrate ethical and exemplary behavior. The consistently high ratings indicate that head teachers are seen not merely as managers but as leaders who foster professional growth and positive school culture. The high rating for Idealized Influence supports the view that school leaders earn trust and confidence through ethical leadership and example, while the strong scores in Individualized Consideration and Inspirational Motivation suggest sustained encouragement and attention to teachers' professional needs. This interpretation is consistent with Fontein (2022), who emphasized that transformational leaders shape vision, foster collaboration, and empower others. At the same time, the relatively lower score for Intellectual Stimulation suggests that innovation and critical thinking, while still strong, remain the area most in need of strengthening, which is also consistent with the post-pandemic leadership patterns discussed by Bustamante (2025).

3.1.3 Instructional Efficacy of Classroom Teachers

Classroom teachers demonstrated a very high level of instructional efficacy, with a grand mean of 3.71. Instructional Strategies obtained the highest mean at 3.74, followed by Classroom Management at 3.71 and Student Engagement at 3.69. Although Student Engagement received the lowest score among the three domains, it still remained within the very high range. These findings indicate that the teachers had strong confidence in their ability to use varied instructional methods, manage classrooms effectively, and influence student learning, while engagement of less motivated learners emerged as the most challenging area. The results suggest that teachers possess a strong internal belief in their capacity to perform instructional tasks effectively even under demanding classroom conditions. This supports the idea that teacher efficacy involves confidence in influencing learning despite external or learner-related constraints, as noted by Magill, Cronin, Walsh, Polman, and Rudd, 2023. The particularly high score in instructional strategies indicates strong pedagogical confidence, while the relatively lower score in student engagement reflects the continuing difficulty of motivating disengaged learners. This interpretation is also consistent with broader discussions of teacher self-efficacy in diverse and challenging environments, including the roles of instructional strategies, classroom management, and student engagement in shaping professional performance (Zhang et al., 2024; Saharia & Begum, 2025); (Padohinog et al., 2024).

3.2 Relationship Between Transformational Leadership and Instructional Efficacy

The correlation analysis showed a strong positive and statistically significant relationship between the transformational leadership of head teachers and the instructional efficacy of classroom teachers. The computed Pearson's r was .692 with a p -value of $<.001$, leading to the rejection of the null hypothesis. This means that higher perceived transformational leadership was associated with higher instructional efficacy among classroom teachers. This finding indicates that when head teachers demonstrate stronger transformational behaviors, teachers tend to feel more confident in instructional

strategies, classroom management, and student engagement. The result supports the argument that leadership through example, encouragement, and professional support can strengthen teacher efficacy. This is consistent with Stanton (2024), who found statistically significant positive correlations between transformational leadership behaviors and collective teacher efficacy, and with Battad (2024), where similar leadership practices were significantly associated with teacher self-efficacy. The finding therefore reinforces the importance of embedding transformational leadership into school supervision to improve instructional delivery.

3.3 Predictive Influence of Leadership Dimensions on Instructional Efficacy

The regression analysis showed that the dimensions of transformational leadership influenced instructional efficacy in different ways. Inspirational Motivation had a statistically significant negative effect, with an estimate of -0.953 and $p < .001$. Individualized Consideration had a negative but nonsignificant estimate of -0.328 with $p = 0.208$. In contrast, Intellectual Stimulation had a significant positive effect, with an estimate of 0.522 and $p < .001$, while Idealized Influence also had a significant positive effect, with an estimate of 0.401 and $p < .001$. These results show that Intellectual Stimulation and Idealized Influence were the strongest positive predictors of instructional efficacy in this context. These findings suggest that teachers become more instructionally effective when school leaders challenge them to think critically, innovate, and model excellence. At the same time, motivational language alone may not always improve efficacy if it is not paired with practical support, direction, or opportunities for deeper professional growth. The pattern refines the broader literature by showing that transformational leadership does not operate uniformly across all dimensions. The positive roles of Intellectual Stimulation and Idealized Influence align with Battad (2024) and Corral & Nuestro (2025), both of which emphasized the value of leadership in enhancing teacher self-efficacy, while the nuanced pattern observed in this study reflects contextual constraints in Philippine schools, as discussed in Arcilla, 2020. Ebreo (2024) also supports the view that leadership efficacy must be integrated with other enabling conditions, including supervision and practical systems, to produce stronger outcomes.

3.4 Proposed Comprehensive Supervisory Plan

Based on the findings, the study proposed a comprehensive supervisory plan for the selected school in Manila. The plan was designed to bridge the gap between transformational leadership and instructional efficacy by focusing on the leadership dimensions that emerged as most important in the analysis. Its rationale emphasized the need to strengthen Intellectual Stimulation and Idealized Influence, address the challenge of engaging low-performing or unmotivated learners, and implement structured interventions such as Learning Action Cell sessions, leadership workshops, and regular classroom observations. The plan also set objectives that included promoting data-driven instructional changes, aligning supervisory feedback with performance predictors, and balancing Inspirational Motivation with Intellectual Stimulation in the support of classroom teachers. The proposed plan translates the statistical findings into a practical improvement framework. It recognizes that leadership development should move beyond routine supervision toward reflective questioning, modeling of professional excellence, and systematic support for student engagement challenges. The inclusion of PLCs and LAC sessions is consistent with Rahmawati et al. (2024), who highlighted the role of collaborative professional communities in strengthening performance and reflective practice, especially in constrained settings. The plan also reflects the study's conclusion that transformational leadership is most effective when inspiration is balanced with cognitive challenge, concrete supervision, and evidence-based instructional adjustments.

4. Conclusion & Recommendations

The study concludes that transformational leadership practiced by head teachers significantly improves the instructional efficacy of classroom teachers in the domains of classroom management, instructional strategies, and student engagement. Among the dimensions of transformational leadership, Intellectual Stimulation and Idealized Influence emerged as the most critical predictors of professional growth and instructional confidence. Although head teachers were highly regarded as inspirational motivators because of their caring nature, the findings indicate that these qualities must be combined with shared vision and intellectual challenge to produce stronger instructional outcomes. The study also shows that while classroom teachers demonstrated high confidence in their general pedagogical skills, they still need targeted support to strengthen engagement among unmotivated learners.

Based on the findings, the study recommends that school administrators and the Department of Education integrate transformational leadership traits into comprehensive supervisory plans to strengthen instructional confidence and prevent teacher burnout. To address lower efficacy in student engagement, the study recommends the development of professional learning communities and learning action cell sessions focused on inclusive teaching and advanced motivation. It further recommends that leadership training emphasize Idealized Influence and Intellectual Stimulation to promote collaboration beyond task management, and that head teachers balance Inspirational Motivation with practical Intellectual Stimulation during classroom observation conferences and Focus Group Discussions to sustain teacher development. The study also recommends that future research examine the negative predictive nature of Inspirational Motivation in this context and explore external factors such as bureaucracy.

The study was limited to head teachers and teachers in one selected school in Manila, which restricts the generalizability of the findings to other schools, divisions, or contexts with different leadership practices, resource conditions, and cultural settings. It also did not account for individual teacher differences such as teaching experience, educational background, and personal beliefs, which may influence instructional efficacy. In addition, the research was conducted within a specific timeframe and relied heavily on self-reported teacher data, which may introduce bias or inaccuracy in assessing leadership practices and instructional efficacy. These limitations should therefore be considered when interpreting the results and applying them to other educational settings.

Compliance with ethical standards

This study adhered to institutional ethical standards throughout the conduct of the research, with formal approval secured from the Dean of the Graduate School and the School Division Office-Research Committee prior to data collection. Participation was voluntary, and the respondents were properly informed of the purpose of the study, the benefits associated with participation, and their right to withdraw at any time without adverse consequences. Informed consent was obtained, and the confidentiality and privacy of all responses were strictly protected through anonymization of data, removal of personal identifiers, and storage of records in a secure restricted-access database to safeguard data integrity. The researcher handled and reported the data with honesty, responsibility, and respect for the welfare and rights of the participants, while maintaining continuous adherence to ethical guidelines throughout the research process.

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