

Transformational Leadership And Decision-Making Practices On School Performance

Mac Gilbert T. Jabat¹, Jemma O. Lipit, PhD¹

¹Master of Arts in Education, Major in Educational Management, University of Perpetual Help System-DALTA, Las Piñas City, Philippines

Publication history: Received: April 25, 2026; Revised: May 30, 2026; Accepted: June 2, 2026

Email of Corresponding Author: jabatmacgilbert6883@gmail.com

Abstract

In recent years, there has been growing interest in understanding how school principals' leadership styles impact student achievement. This study investigated the relationship between teachers' adaptive performance in providing organizational support and the transformational leadership practices of school administrators (JAR, 2023). Employing a descriptive-correlational research design, the study aimed to identify relationships between variables and enable predictions based on current knowledge, while providing a comprehensive picture of the existing situation. The research adhered to all relevant provisions of Republic Act 10173, or the Data Privacy Act of 2012, to protect participants' privacy while promoting the free flow of information for innovation and growth. Findings revealed that students' performance was not significantly affected by the transformational leadership dimensions of Idealized Influence, Intellectual Stimulation, Inspirational Motivation, or Individualized Consideration. This indicates that school administrators must actively encourage and motivate teachers to enhance student outcomes in Department of Education standardized assessments. Furthermore, teachers should be afforded opportunities to experiment with and understand the diverse strategies and activities that a principal may implement, while principals must utilize innovative management and effective decision-making to evaluate and improve school performance. Overall, the study underscores that transformational leadership, combined with strategic decision-making, contributes to a supportive, motivated, and adaptable school environment, ultimately fostering teacher growth and organizational effectiveness. This research provides insights for administrators to strengthen leadership practices that positively influence both teaching and learning outcomes.

Keywords: Decision-Making, Leadership, Transformational Leadership, Intellectual Stimulation, Inspirational Motivation, Idealized Influence, and Personalized Consideration.

1. Introduction

Transformational leadership plays a pivotal role in shaping school performance by influencing teachers' engagement, adaptability, and organizational commitment (Menon, 2023; Sarong, 2023). Through effective transformational practices, school principals foster an environment where teachers are motivated to innovate, collaborate, and pursue shared educational goals (Chandra & Priyono, 2016; Rehman, 2019). Previous studies highlight that leadership behaviors such as idealized influence, intellectual stimulation, inspirational motivation, and individualized consideration can enhance staff morale, professional development, and instructional quality (Badato, 2020; Aureada, 2021). Despite these benefits, research shows mixed results regarding the direct impact of transformational leadership on student academic outcomes, suggesting the importance of mediating factors such as decision-making styles (Ko, 2024; JAR, 2023). Decision-making approaches—including vigilance, hypervigilance, procrastination, and buck-passing—affect how school heads address challenges, manage resources, and support teachers, ultimately shaping overall school effectiveness (Colakkadioglu, 2021; Loon et al., 2012). However, limited studies have examined the combined influence of transformational leadership and decision-making styles on school performance, particularly from the perspective of both administrators and teachers. This study aims to investigate how school principals' transformational leadership practices and decision-making styles impact school performance, providing evidence to guide leadership development, improve instructional supervision, and strengthen organizational effectiveness in educational settings.

2. Material and methods

2.1 Research Design

This study employed a descriptive-survey design to examine the transformational leadership practices and decision-making styles of school principals and their impact on school performance. The research collected both quantitative ratings and qualitative feedback from teachers and administrators to provide a comprehensive assessment of leadership behaviors,

decision-making approaches, and their perceived effects on organizational outcomes. This design allowed identification of patterns, relationships, and areas for improvement in school leadership practices.

2.2 Locale of the Study

The research took place in selected public and private schools within the Schools Division of Meycauayan City, Bulacan. These institutions were chosen because of their engagement in structured educational programs and the availability of administrators and teachers who could provide informed evaluations of leadership and decision-making practices.

2.3 Respondents of the Study

The participants included school principals and teaching staff who observed and interacted with the administrators' leadership behaviors. Participants provided ratings on transformational leadership dimensions including idealized influence, intellectual stimulation, inspirational motivation, and individualized consideration, as well as on decision-making styles such as vigilance, hypervigilance, procrastination, and buck-passing.

2.4 Sampling Procedure

Purposive sampling selected participants with sufficient experience and direct involvement in school operations. Individuals without firsthand exposure to administrative practices were excluded to ensure accuracy and relevance of the data collected.

2.5 Research Instruments

Structured questionnaires measured leadership and decision-making behaviors. Semi-structured interviews captured narratives regarding the perceived impact of these practices on school performance. Observational notes complemented the survey and interview data to provide additional context.

2.6 Data Gathering Procedure

Informed consent was obtained from all participants, and the study's objectives and confidentiality measures were explained. Questionnaires and interviews were conducted within the school environment, and observations provided further insights into the reported behaviors.

2.7 Data Analysis

Quantitative data were analyzed using descriptive statistics to summarize the prevalence and patterns of leadership practices and decision-making styles. Qualitative data from interviews and observations were analyzed thematically to identify trends, challenges, and recommendations for school improvement.

2.8 Ethical Considerations

The study adhered to ethical standards, including voluntary participation, informed consent, and confidentiality. All responses were reported in aggregate form to protect the identity of participants and ensure compliance with data privacy regulations.

3. Results and Discussion

3.1 Overall School Performance and Leadership Impact

The results of this study indicate that transformational leadership practices and decision-making styles significantly influence school performance. Principals who demonstrated idealized influence inspired trust, ethical conduct, and commitment among teachers, fostering a collaborative and motivated school environment. Intellectual stimulation enabled teachers to engage critically and creatively with instructional challenges, while inspirational motivation encouraged staff to pursue shared goals with enthusiasm. Individualized consideration provided teachers with tailored support, guidance, and feedback, allowing them to develop professionally and contribute more effectively to school initiatives. Observations and survey responses suggest that schools led by principals exhibiting high transformational leadership reported stronger teacher engagement, better adherence to school policies, and increased participation in curriculum development and extracurricular programs. Despite these positive outcomes, some challenges were noted in translating leadership behaviors into direct improvements in student academic achievement, particularly in schools facing resource constraints or limited teacher experience. This aligns with prior research suggesting that leadership primarily enhances school climate and teacher motivation, which indirectly influences student outcomes (Badato, 2020; Aureada, 2021).

3.2 Decision-Making Styles and Contextual Observations

Decision-making styles of principals emerged as an important mediating factor in school performance. Principals exhibiting vigilance made deliberate, well-informed decisions that fostered teacher confidence and efficient school operations. Hypervigilant leaders were proactive but occasionally overanalyzed situations, which sometimes slowed implementation. Procrastination and buck-passing behaviors negatively affected task completion and staff morale,

illustrating the importance of decisive and responsible leadership. Differences were observed between public and private schools; institutions with structured administrative support and strong leadership practices achieved higher completion and graduation rates, whereas schools with inconsistent decision-making practices faced delays and uneven performance across educational outcomes.

3.3 Challenges and Implications for School Leadership

Several challenges emerged, including variability in leadership implementation, differing levels of teacher preparedness, and gaps in administrative experience. Principals occasionally struggled to balance transformational leadership with timely decision-making, highlighting the need for ongoing professional development, coaching, and structured mentoring. These findings underscore that transformational leadership alone is insufficient; effective decision-making practices must complement leadership behaviors to achieve tangible improvements in school performance.

3.4 Recommendations for Practice and Policy

Based on study findings, it is recommended that schools provide targeted leadership training programs focused on enhancing transformational behaviors and developing effective decision-making skills. Schools should implement structured feedback systems, mentorship initiatives, and collaborative planning sessions to reinforce best practices. Policy-makers can use these insights to design programs that strengthen principals' capacity to lead, improve teacher engagement, and create supportive learning environments that ultimately enhance both teacher effectiveness and student outcomes.

4. Conclusion & Recommendations

The study concludes that transformational leadership practices and effective decision-making by school principals positively influence school performance. Principals who exhibited idealized influence, intellectual stimulation, inspirational motivation, and individualized consideration were able to foster supportive and motivated teaching environments, enhancing teacher engagement, morale, and commitment to school goals. Decision-making styles played a critical role in mediating these effects; vigilant and proactive approaches facilitated efficient school operations, whereas procrastination and buck-passing hindered task completion and reduced staff confidence. Observations and feedback indicated that while leadership practices improved organizational climate and teacher participation, translating these behaviors into direct improvements in student academic outcomes remained challenging, especially in contexts with limited resources or less experienced staff.

Based on these findings, several recommendations are proposed to strengthen school leadership and optimize school performance. Schools should implement leadership development programs that enhance transformational behaviors and provide guidance on effective decision-making strategies. Structured mentoring, coaching, and professional development opportunities for principals and teachers can reinforce these practices. Continuous feedback mechanisms, collaborative planning sessions, and regular monitoring can ensure consistency in leadership application across different school contexts. Policy-makers and school administrators should encourage collaboration between stakeholders to align expectations, share best practices, and create supportive environments that promote both teacher effectiveness and student success. Additionally, assessment tools should integrate quantitative evaluations with qualitative insights to provide a comprehensive view of leadership impact. Implementing these strategies can improve school governance, enhance teacher engagement, and support sustained improvements in organizational and student outcomes.

Compliance with ethical standards

This study strictly adhered to ethical guidelines for research involving human participants. All participants, including school administrators, teachers, and students, were informed of the study's objectives, procedures, and the voluntary nature of their participation. Informed consent was obtained prior to data collection. Participants were assured of confidentiality and anonymity, and their responses were used solely for research purposes. Personal identifiers were removed during data analysis and reporting, and results were presented in aggregate form. The research complied with both institutional and national regulations regarding ethical conduct in educational research, ensuring responsible collection, handling, and dissemination of findings while safeguarding the rights and well-being of all participants.

REFERENCES

- Aureada, C. (2021). Transformational leadership and its impact on teaching effectiveness in Philippine schools. *Journal of Educational Management*, 14(2), 45–60.
- Badato, R. (2020). Professional development and teacher engagement under transformational leadership. *Asian Journal of Education Leadership*, 8(1), 21–36.
- Chandra, S., & Priyono, A. (2016). Leadership influence on organizational effectiveness in schools. *International Journal of Educational Research*, 75, 15–27.
- Colakkadioglu, H. (2021). Decision-making styles of school administrators: Implications for school performance. *Education Research International*, 2021, 1–10.
- JAR. (2023). Adaptive teacher performance and transformational school leadership. *Philippine Educational Review*, 12(1), 33–49.
- Ko, J. (2024). Transformational leadership and student outcomes: The mediating role of decision-making. *Journal of Educational Administration*, 62(3), 120–136.
- Loon, M., Wong, H., & Tan, J. (2012). Idealized influence and teacher motivation in school leadership. *International Journal of Leadership Studies*, 7(2), 55–68.
- Menon, P. (2023). Teacher engagement and school effectiveness under transformational leadership. *Asia Pacific Journal of Education*, 43(1), 67–83.
- Rehman, S. (2019). Transformational leadership practices in secondary education. *Journal of Educational Management and Leadership*, 19(4), 101–115.
- Sarong, R. (2023). Implementing transformational leadership in Philippine schools: Challenges and opportunities. *Philippine Journal of School Administration*, 15(2), 12–25.