Transforming Challenges to Victories: An Inquiry on Transformational Leadership of School Leaders in the Public Elementary Schools

A Thesis
Presented to
The Faculty of the Graduate School

Marissa C. Toloy
RIZAL MEMORIAL COLLEGES
Davao City

_____

In Partial Fulfillment of the Requirements for the Degree
Master of Arts in Educational Management
_____

APPROVAL SHEET

This thesis entitled **"TRANSFORMING CHALLENGES TO VICTORIES: AN INQUIRY ON TRANSFORMATIONAL LEADERSHIP OF SCHOOL LEADERS IN THE PUBLIC ELEMENTARY SCHOOLS"** prepared and submitted by **Marissa C. Toloy** in partial fulfillment of the requirements for the degree Master of Arts in Educational Management has been examined and recommended for approval and acceptance.

PURIFICACION S. YAMBAO EdD
Adviser

PANEL OF EXAMINERS

Approved by the Panel of Examiners on Oral Examination with a grade of <u>PASSED</u>.

PABLO F. BUSQUIT PhD
Chairperson

CONSUELO C. SEVILLA EdD	**ANNBETH B. CALLA EdD**
Member	Member
BRYAN L. CANCIO EdD	**EVELYN A. MAGNO EdD**
Member	Member

ACCEPTED in partial fulfillment of the requirements for the degree **MASTER OF ARTS IN EDUCATIONAL MANAGEMENT**.

Comprehensive Exam   : ___**PASSED**___
Date of Examination   : _____
Date of Oral Examination : <u>JANUARY 21,2024</u>

ABSTRACT

This study narrated the lived experiences of school heads in public elementary schools on transformational leadership. This employed qualitative phenomenological research. Ten transformational school leaders as participants, provided rich narratives that coalesced around three primary themes: fostering shared vision, setting high expectations and motivation, and innovative teaching practices. Alongside, coping strategies for the challenges associated with transformational leadership revealed three major themes: individualized support, collaboration and team building, and continuous professional development. Furthermore, the study identified two overarching learning insights derived from school heads' lived experiences: the need of emotional and mental well-being support. The Department of Education officials are urged to leverage the study's findings to refine its leadership programs and cultivate a leadership culture that aligns with contemporary educational needs and aspirations. Teachers, in turn, should understand the impact of transformative leadership style, be inspired with this approach, and appreciate that this could contribute to their growth, job satisfaction, and adaptability. Finally, school leaders must embrace transformational leadership approach. This approach not only fosters a positive and dynamic work culture but also contributes to improved teacher performance, student achievement, and overall educational success within the school community.

Keywords:- Transformational Leadership, School Leaders, Public Elementary School.

ACKNOWLEDGMENT

ETHICS COMPLIANCE CERTIFICATE

THE RIZAL MEMORIAL COLLEGES, INC
RMC Buildings, Poblacion 7-A, Lopez Jaena & F. Torres, Sts,
Marfori Heights, Davao City, Philippines

ETHICS COMPLIANCE CERTIFICATE

This is to certify that the study entitled "TRANSFORMING CHALLENGES TO VICTORIES: AN INQUIRY ON TRANSFORMING LEADERSHIP OF SCHOOL LEADERS IN THE PUBLIC ELEMENTARY SCHOOLS" prepared and submitted by: MARISSA C. TOLOY for the degree *MASTER OF ARTS IN EDUCATIONAL MANAGEMENT* has been examined by the Graduate School Research Ethics Committee (GSREC) and has been evaluated to comply with adequately the requirements for the research ethics protocol and is therefore, cleared for implementation using scientific procedures and international accepted ethical guidelines.

Given this __11th__ day of __December 2023__ at Rizal Memorial Colleges, Graduate School, Davao City, Philippines.

Dr. Guillermo V. Dimaligalig
Chair, Research Ethics Committee

RELEASED
BY:
DATE:

DEDICATION

With gratitude and deep appreciation, I dedicate this thesis to my ever dearest husband Cedrick D. Toloy ,and most specially to my four sons Dorin Cedy , Dorin Cenred ,Dorin Ced Martyn and Dorin Cefzar . Their unwavering love and steadfast support have been the bedrock of my academic journey. In moments of doubt and challenge, it was their encouragement that propelled me forward, and in times of celebration, their joy mirrored my own.

In loving memory of my parents Tatay Martin and Nanay Edith whose unwavering support and enduring love guided me throughout this academic journey. Though they are no longer with me, their legacy lives on in the dedication and perseverance instilled in every word of this thesis.

To my dear siblings , your encouragement , understanding and shared laughter have been my pillars of strength. This thesis is a tribute to the bond we share and the collective support that has shaped my academic path . Thank you for being my constant source of inspiration.

TABLE OF CONTENTS

LIST OF FIGURES

CHAPTER ONE
THE PROBLEM AND ITS SETTING

Transformational leaders inspire by crafting a compelling vision and empowering followers to reach their full potential.

"Benard M. Bass"

Transformational school leaders serve as essential catalysts for positive change in education by inspiring a shared vision of excellence among educators and students. Their emphasis on creativity and innovation creates a dynamic learning environment that aligns with the evolving demands of 21st-century education. Through effective communication, collaboration, and the cultivation of trust, these leaders empower their communities, fostering continuous improvement and equipping students with the skills needed for success in our complex and interconnected world. However, transformational school leaders may encounter challenges such as resistance to change from entrenched systems and individuals who may prefer the status quo. Additionally, the high expectations and pressure associated with transformative leadership roles can lead to burnout as these leaders navigate the complexities of implementing innovative strategies while managing the diverse needs of their educational communities.

According to Daiva et al. (2023), they mentioned by promoting educational innovation, transformational school leaders envision a future that embraces cutting-edge teaching methodologies, technological advancements, and evolving educational paradigms. Simultaneously, they foster a collaborative culture by encouraging open dialogue, idea-sharing, and collective problem-solving among educators, thus creating an environment conducive to positive change and continuous improvement. This collaborative approach, coupled with empowering others to take on leadership roles, ensures a sustainable and adaptive educational ecosystem that thrives on creativity and shared responsibility.

In Yemen, transformational leadership was found to exert its influence on teaching performance not only through direct means but also by significantly impacting the commitment levels of teachers. The study revealed that the relationship between transformational leadership and teaching performance was mediated by the commitment demonstrated by teachers. This emphasizes that the effectiveness of transformational leadership in enhancing teaching outcomes is, in part, dependent on the commitment and dedication it instills in the teaching staff. The findings underscore the intricate interdependence between transformational leadership, teacher commitment, and the sustained improvement of teaching performance within the educational setting, providing valuable insights for leaders aiming to optimize educational outcomes through a comprehensive understanding of these relationships (Mohammed et al., 2023).

A study in Laguna, Philippines, revealed that transformational leadership was notably characterized by key practices. These leaders exhibited idealized influence by serving as ethical role models, earning trust through their conduct. Inspirational motivation was evident as leaders actively cultivated shared visions, fostering commitment and enthusiasm within the educational community. Intellectual stimulation showcased their encouragement of creativity and innovation, promoting critical thinking and adaptability. Individualized consideration, a pivotal aspect, highlighted leaders' commitment to addressing diverse needs, fostering a supportive and inclusive educational environment. The findings underscore how transformational leadership practices are not only universally applicable but also contribute significantly to the positive dynamics of the Philippine educational landscape (Buenvinida & Ramos, 2019).

Meanwhile, in Mindanao, the innovative leadership practices among school principals in implementing the Senior High School Program align with the principles of transformational school leadership. The findings underscore the transformative role of school heads in leading, empowering teams, and building connections with stakeholders to ensure the program's success. The recommendations, emphasizing goal-setting, skill development, and strategic planning, further highlight the transformative nature of leadership needed to navigate complex educational initiatives effectively (Ortega et al., 2021).

While the study "Systematic Review of Transformational School Leadership in Centralized Educational Contexts" contributes a comprehensive analysis within the Turkish context, a notable research gap lies in the limited exploration of transformational leadership experiences in other international centralized educational settings. The focus on a qualitative-descriptive approach with only five participants from a specific locality, although valuable, may not capture the broader spectrum of diverse experiences among transformational school leaders globally, leaving a gap in understanding the nuances and variations across different educational systems. Future research could bridge this gap by incorporating a more extensive and diverse participant pool and expanding the geographic scope to enhance the study's applicability beyond the specific context of public elementary schools.

The researcher will inquire about transformational leadership behaviors that significantly impact school culture, teacher effectiveness, and, ultimately, student outcomes. This research endeavors to uncover the profound influence such leadership styles wield on the overall educational landscape. Finally, the dissemination and publication of this study in the local, national, and international platforms, presentation in public forums and journal publication could be of great advantage in validating its results and may also add to the existing pool of knowledge on the inquiry on transformational leadership of school leaders which could be valuable to future researchers as part of their related literature and studies.

➢ *Purpose of the Study*

The purpose of this study is to discover the lived experiences of transformational school leaders in public elementary schools. Thus, this study will discuss the experiences of school leaders on transformational leadership, as well as their coping mechanisms for their weaknesses and their learning insights observed.

➢ *Research Questions*

Specifically, this study will seek to answer the experiences of transformational school leaders in public elementary schools. This study will answer the following questions:

- What are the lived experiences of the school leaders in public elementary schools on transformational leadership?
- What are the coping mechanisms of school leaders in public elementary schools on transformational leadership?
- What educational insights can be drawn from the experiences of school leaders in public elementary schools on transformational leadership?

Learning all the experiences, including the strengths and weaknesses of the participants, this piece of work would be of significance to the following within the preview of this chapter:

Department of Education. Examining the lived experiences of transformational school leaders holds immense importance for this government agency. These leaders, through their innovative approaches and effective strategies, significantly impact school culture and student outcomes. By gaining insights into their experiences, the department can extract valuable lessons to inform policies and practices. This knowledge allows for the development of targeted support systems that foster transformative leadership qualities, ultimately contributing to the overall improvement of the education system.

The Co-school Principal/leaders. As the school leaders of their respective institutions, co-school principals must have a keen understanding and knowledge of transformational leadership that served as a wellspring of inspiration and practical insights, offering valuable lessons that can shape their collaborative leadership approach. Co-school principals and school leaders gain a roadmap for navigating complexities and fostering positive change within their shared leadership roles.

The Teachers. For teachers, as the frontline implementers of educational practices, understanding the leadership journeys of those who have successfully driven positive change can be an empowering source of inspiration. Teachers could extract practical strategies and innovative approaches that align with transformative leadership principles, enriching their pedagogical skills and classroom practices. Moreover, this knowledge equips educators to actively contribute to a school's transformative journey by fostering a collaborative and supportive environment.

The Students. For the students, it served as a source of inspiration, showcasing the impact of effective leadership on their educational environment. Understanding these experiences provides students with a valuable perspective on the importance of positive school culture, innovation, and continuous improvement. By witnessing the outcomes of transformative leadership, students are encouraged to actively engage in their learning journey, fostering a sense of empowerment and a conducive atmosphere for academic success.

The Community. The community, composed of the stakeholders, local government units, and private institutions can foster a sense of shared purpose, as community members witness the positive impact on education. It promotes collaboration between schools and the community, creating a symbiotic relationship that enhances the overall well-being and success of both students and the community at large.

The Future Researcher. The experiences of transformational leaders will help future researchers, providing a framework to explore effective leadership, educational innovation, and their collective impact on school communities and outcomes.

- *For Clarity, the Following Terms are Operationally Defined:*

Transformational Leadership. Transformational leadership is a leadership style that focuses on inspiring and motivating followers to achieve exceptional outcomes and exceed their own expectations. Leaders employing transformational leadership foster a shared vision, encourage creativity and innovation, and create a positive and empowering work environment. This leadership approach often involves building strong relationships, providing intellectual stimulation, and instilling a sense of purpose and commitment among team members, leading to transformative and positive changes within the organization.

School Leaders. School leaders encompass a diverse group of individuals holding various roles within educational institutions. The principal, serving as the chief executive, oversees overall school management and administration. Superintendents operate at a district level, providing leadership to multiple schools. Department heads, team leaders, and education directors focus on specific academic areas, fostering coordination and professional development.

➢ *Review of the Significant Literature*

This section presents relevant literature and studies that give clear support to the study. Through a comprehensive review, it establishes the existing knowledge base, identifies key concepts, and highlights the gaps in current research, providing a solid foundation for the present investigation and setting the stage for synthesis. Due to the limited literature available, technical terms will be operationally used and will adopt synonymous terms. Discussions are presented below.

➢ *Transformational Leadership*

Transformational leadership involves a leader actively collaborating with subordinates to identify necessary changes within an organization. The leader goes beyond simply managing tasks and instead fosters a shared vision that inspires and motivates team members. Through effective communication and engagement, the transformational leader guides the group in executing the envisioned changes with a committed and cohesive effort, fostering a sense of collective purpose and achievement (Anderson, 2017). In the context of educational administration, Berkovich (2016) advises against abandoning transformational leadership but advocates for addressing its limitations. The suggestion is to incorporate this leadership approach in schools while actively mitigating its shortcomings, promoting adaptability to future challenges in the pursuit of sustained positive change.

Additionally, Cherry (2023) defined transformational leadership, as a style, possesses the capacity to instill a positive and motivational impact on followers. Leaders employing this approach typically exhibit high energy, enthusiasm, and passion, actively engaging in the process and demonstrating a commitment to the success of each group member. These leaders not only express concern for the collective progress but also dedicate themselves to assisting every individual within the group in achieving success. Furthermore, In the realm of education, transformational leadership serves as an exemplary model for educators, including deans, principals, professors, and teachers, emphasizing the importance of leading through personal example. This leadership style places a significant emphasis on fostering strong community bonds and aims to motivate both students and educators to reach elevated levels of accomplishment. Notably, within the educational context, transformational leaders often play a crucial role in inspiring and nurturing the development of future transformational leaders across various sectors, including industry, government, and all facets of society (Fontein, 2022).

Fostering a Shared Vision. Mundy (2018) underscores the paramount importance of cultivating a culture within educational institutions that prioritizes trust, shared vision, and action research for the optimal development of a learning community. This study reveals that establishing trust is foundational, creating an environment where all stakeholders feel secure in contributing to the educational discourse. Furthermore, a shared vision emerges as a unifying force, aligning individuals toward common educational goals and values, thereby fostering a sense of collective responsibility for student learning and well-being. This concludes that the synergy of trust, shared vision, and action research is instrumental in creating a learning community that is not only academically successful but also attuned to the holistic development and well-being of each student.

In addition, regular meetings based on shared strategic vision help in designing school development action plans and resolving challenges, and the involvement of educational stakeholders in developing action plans improves the quality of education. The study reveals that the active participation of educational stakeholders in the formulation of these action plans contributes significantly to enhancing the overall quality of education. Through a collective and participatory approach, these meetings not only foster a sense of shared responsibility but also harness the diverse perspectives and expertise of stakeholders, thereby enriching the planning process and ultimately optimizing the educational experience for students (Amos et al., 2022).

Also, developing a shared vision is important for creating systemic change in education, as it allows for the incorporation of diverse viewpoints and concerns into the change process (Williams et al., 2019). This emphasizes the transformative potential of a shared vision in catalyzing systemic change within education. This shared vision serves as a unifying force that enables the amalgamation of diverse perspectives and concerns, ensuring a more holistic and equitable approach to educational transformation. Moreover, by actively involving stakeholders in the development of this shared vision, the process of systemic change becomes not only more inclusive but also more responsive to the nuanced challenges within education. In essence, the collaborative nature of a shared vision emerges as a cornerstone for fostering adaptability and innovation in curricular and pedagogical advancements, thereby promoting a more dynamic and effective learning environment.

Setting High Expectations and Motivation. Boje & Frederiksen (2021) mentioned that setting high expectations of school leaders is a prevalent approach in the Western world, where these educational stewards are regarded as key agents in driving the successful implementation of crucial educational reforms. This perspective reflects a deep-seated belief in the pivotal role that school leaders play, underscoring their importance in steering transformative changes within the education system. The trend of setting elevated standards for school leaders signals a commitment to fostering excellence and innovation in education, recognizing the direct influence these leaders wield in shaping the academic landscape. Meanwhile, motivation is intrinsic to the success of a school, and effective school leaders serve as linchpins in cultivating and sustaining this motivation among teachers. At the helm, school heads play a pivotal role in providing not only strategic leadership but also in fostering a positive and productive collaboration with all staff members. Their ability to inspire and engage educators contributes significantly to a thriving educational environment, where motivated teachers, guided by effective leadership, collectively work towards the school's success and the holistic development of its students (Ghimire, 2022).

Additionally, as mentioned by Gonzalez & Surikova (2022) high expectations guide school leaders in their pursuit of professional development, encompassing a commitment to enhancing practical know-how, fostering opportunities for personal reflection, and encouraging collaborative sharing with colleagues. This proactive approach to professional growth aligns with the aspiration to cultivate a friendly atmosphere grounded in shared values, reflecting the leaders' dedication to creating a supportive and enriching educational environment. Meanwhile, Motivation in school leadership is intricately woven into the interplay of external factors, including legal and technological dynamics, and internal factors such as school size and staff relationships. Motivation, as a driving force, hinges on a leader's ability to navigate these influences effectively, shaping a school environment that inspires both educators and students (Miller, 2018). Successful school leaders adeptly integrate external and internal factors to foster a motivational atmosphere conducive to achievement and positive outcomes.

Innovative Teaching Practices. Innovative teaching practices, characterized by dynamic and forward-thinking approaches, have demonstrated substantial positive impacts on student learning outcomes, motivation, engagement, and critical thinking skills. Transformational school leaders, recognizing the potential of these practices, play a central role in fostering a culture of innovation within educational institutions. Their visionary leadership empowers educators to embrace and implement creative teaching methods, thus contributing to a holistic enhancement of student development and preparing them for the evolving demands of the future (Mandot, 2023). Furthermore, (Rafsanjani et al., 2023) mentioned that innovative teaching practices, encompassing pedagogical, learning, technological, and social competencies, emerged as robust predictors of lecturers' performance in fostering innovation. Transformational education leaders are instrumental in cultivating these competencies among their faculty, creating a supportive environment that encourages continuous growth and development. By prioritizing and nurturing these competencies, leaders contribute to a culture of innovation, ensuring that educators are well-equipped to deliver engaging and effective teaching methods that align with the evolving needs of education.

Moreover, Pratap & Chauhan (2022) emphasizes that the critical importance of teachers actively engaging in continuous self-development to stay abreast of evolving educational practices. Emphasizing the enhancement of technological competencies, the findings highlight the essential role these skills play in enabling educators to effectively implement innovative teaching methods, ultimately contributing to a dynamic and progressive learning environment. Additionally, the integration of innovative teaching methods with traditional approaches, guided by transformational school leaders, reflects a commitment to preparing students for global challenges. These leaders champion the strategic use of technology, recognizing it as a vital tool that not only enhances learning effectiveness but also promotes quality education across diverse levels. Through the encouragement of collaborative teaching and the implementation of multimedia approaches, transformational leaders foster an environment where students not only engage with course content but also develop real-world problem-solving skills and creative intellect, aligning education with the demands of the contemporary world (Kumari, 2022).

Individualized Support. Ryabova (2022) asserts that individualized support is imperative for young school leaders, especially during the early phases of their careers, encompassing psychological, professional, methodological, and economic assistance. As a school leader, recognizing the unique needs of educators is paramount, necessitating tailored psychological support to navigate the challenges of the profession. Providing comprehensive professional development, methodological guidance, and economic support ensures a nurturing environment, enabling these teachers to not only thrive individually but also contribute meaningfully to the school's overall educational mission. Similarly, providing development opportunities for school leaders is essential, with a particular emphasis on their personal growth, well-being, and the cultivation of essential qualities needed to thrive in demanding conditions. Recognizing and addressing the unique challenges each leader faces requires a dedicated commitment to individualized support, ensuring they receive the tailored assistance necessary for their success and fulfillment in their crucial roles (Importance of personal development, 2023).

While development opportunities are crucial for school leaders, equal attention must be directed towards nurturing their personal qualities and providing tailored support to excel in challenging conditions. Individualized support is pivotal, recognizing and addressing the specific needs and strengths of each leader, fostering a resilient and effective leadership approach that is attuned to their unique contexts and demands (Mišianiková et al., 2022). Additionally, the study in Malaysia highlights that school leaders play a significant role in fostering the readiness of Islamic Education teachers to integrate educational applications, showcasing a high level of support. Baharan et al. (2023) underline the importance of individualized support from school leaders, tailoring their guidance to the specific needs and context of Islamic Education teachers, ultimately enhancing their preparedness and effectiveness in utilizing educational applications in the classroom.

Collaboration and Team Building. As mentioned by Aggarwal (2020), collaboration and team building among school leaders are critical components of effective leadership in schools. This collaborative leadership model involves intricate interactions among diverse stakeholders such as school leaders, teachers, support staff, and students, shaping a dynamic environment that reflects the collective intentions and goals of the individuals involved. Further, emphasizing the importance of collaboration, this approach underscores the value of working together to harness the collective creativity and freedom of all stakeholders within the school community. By fostering an environment where diverse perspectives are acknowledged and contributions are valued, collaborative leadership enables the pooling of ideas and resources for the benefit of the entire school. This inclusive and participatory ethos not

only strengthens the school community but also cultivates a sense of shared ownership and commitment towards achieving common goals (Woods & Roberts, 2018).

In addition, Raman (2019) claimed that fostering effective teamwork in schools not only streamlines the implementation of assignments and accelerates goal achievement but also amplifies overall productivity. Central to successful teamwork is the pivotal role of cooperation, which significantly enhances performance, strengthens interpersonal bonds among staff, and contributes to cost reduction. To cultivate a spirit of cooperation within the school, the headmaster or principal must actively assume roles as a planner, coordinator, motivator, and mentor, implementing strategic measures to nurture collaboration among staff members, ensuring that all teachers and staff provide robust support towards the realization of the school's goals.

Continuous Professional Development. Continuous professional development (CPD) is paramount for the ongoing growth and effectiveness of school leaders. Research consistently underscores the significance of CPD for experienced principals, highlighting their recognition of the need for continuous learning to stay abreast of evolving educational trends and best practices. These leaders often place immense value on engaging in collaborative interactions with professional peers, fostering a culture of shared knowledge and experiences that ultimately contributes to their own professional improvement and positively impacts the schools they lead (Sahlin, 2023). Besides, Tanghe & Schelfhout (2023) found that a well-structured professionalization program, incorporating elements such as the active provision of theoretical frameworks, peer learning within professional learning communities, and the translation of insights into actionable plans, yields the most robust outcomes for school leaders in terms of school development. Furthermore, the inclusion of school-specific coaching further enhances the efficacy of the program, providing targeted support that aligns with the unique needs and challenges of individual educational institutions.

Stutchbury et al. (2022) revealed that effective school leaders play a key role in fostering innovation by embracing learner-centered leadership approaches. By prioritizing student needs and promoting a learner-centric environment, these leaders empower teachers to employ innovative teaching methods that cater to diverse learning styles in Zambia. Additionally, leveraging technology and available resources becomes a key strategy for successful school leaders, enabling them to enhance the overall educational experience, bridge access gaps, and prepare students for a rapidly evolving, technology-driven world. Likewise, principal leadership is crucial in shaping impactful teacher professional learning, particularly when transformational leadership approaches are adopted. Transformational school leaders, through their visionary and inspirational guidance, can build trust among teachers, offer robust support mechanisms, and foster a collaborative environment, thereby significantly enhancing teacher professional learning and contributing to improved student learning outcomes (MacLeod, 2020).

Emotional and Well-being Support. The emotional and well-being support offered by school leaders is not only crucial for addressing the mental health challenges faced by students but also extends to their own emotional and well-being needs. Recognizing the demands of their roles, school leaders who prioritize their own emotional health set a positive example and are better equipped to implement effective mental health interventions within the school community. By nurturing their well-being, school leaders create a resilient and supportive environment that benefits both students and themselves, contributing to a holistic approach to mental health in schools (Drabenstott et al., 2023). However, school leaders confront recruitment and retention challenges, coupled with increasing emotional demands and work intensification. The imperative for attention to their personal development and well-being is underscored by these pressures, emphasizing the need for strategies and support systems that promote the resilience and sustained effectiveness of school leaders in navigating the complex landscape of educational leadership (Importance of personal development, 2023).

Additionally, Kelly (2023) reveals that school leaders face significant challenges related to workload, indicating a need for intervention to safeguard their emotional and well-being support. Governments can play a pivotal role by implementing policies that reduce administrative burdens, allowing school leaders more time for self-care and reflection. Simultaneously, schools can contribute by providing resources and training that specifically address emotional well-being, equipping leaders with effective strategies to manage stress and enhance their overall mental health. Also, studies underscores that by bolstering the emotional and social competency of school leaders, the educational system can serve as a proactive force in preventing and addressing mental health issues among students and teaching staffs. Transformational school leaders, with their empathetic and inspirational qualities, are uniquely positioned to model and instill emotional intelligence within the school community. Their focus on fostering positive relationships, creating a supportive environment, and promoting open communication directly contributes to a school culture that prioritizes emotional well-being, ultimately aiding in the prevention and effective management of mental health challenges among students (Parker, Crane & Wood, 2018).

➤ *Synthesis*

The above-mentioned review of significant literature and studies discussed the relevance of the transformational leadership of school leaders. Transformational leadership catalyzes positive changes by fostering a shared vision, setting high expectations, and motivating stakeholders. Through innovative teaching practices, leaders inspire a culture of adaptability and creativity. Individualized support ensures each student thrives, promoting inclusivity. Collaboration and team building foster a united educational front. Continuous professional development empowers educators, enhancing teaching practices. Prioritizing emotional well-being creates a supportive atmosphere. Collectively, these factors transform the school culture, fostering a dynamic, student-

centered environment that not only improves teaching practices but also significantly enhances student outcomes, promoting holistic growth and academic success.

➢ *Theoretical and Conceptual Framework*

This study is anchored on the Transformational Leadership Theory of James V. Downtown (1973) and developed by Bass (1990) which explains that leaders are characterized by inspiring and motivating their followers to achieve extraordinary outcomes and, in the process, elevate the followers' capabilities and expectations. The central idea is that these leaders encourage their team members to transcend their own self-interests for the sake of the collective or organizational goals. This style is often contrasted with transactional leadership, where leaders focus on more routine, task-oriented aspects of management. Furthermore, transformational leadership significantly impacts employee engagement by cultivating a workplace culture characterized by collaboration, empathy, trust, and genuine concern for each employee. Leaders who embody these characteristics foster a sense of purpose and connection among employees, leading to increased motivation, job satisfaction, and a willingness to go above and beyond in their roles (Ladkin & Patrick, 2022). In the realm of school leadership, transformational leadership theory asserts that leaders shape the educational environment by inspiring academic excellence, promoting innovative teaching, and exemplifying ethical behavior, fostering a positive and thriving learning community for both educators and students.

It is also supported by Goal Setting Theory of Edwin A. Locke (1968) and Dr. Gary P. Latham (1989) which emphasizes the importance of setting clear and specific goals to enhance performance and motivation. It states that specific and challenging goals along with appropriate feedback contribute to higher and better outcomes. In simple words, goals indicate and give direction to an employee about what needs to be done and how much effort is required to be put in (Locke & Latham, 2013). In an educational context, the Goal Setting Theory by Locke and Latham underscores that establishing clear and challenging academic goals, coupled with feedback mechanisms, enhances student and teacher motivation, effort, and overall performance, fostering a more productive and engaging learning environment.

The conceptual framework of the study is presented in figure 1. As seen in the figure, there are three interconnected variables. The transformational leadership of school leaders inquiry gives the opportunity to researchers gain insights into effective leadership practices, identify success factors, and understand the impact on school culture, thereby contributing to the improvement of teacher and student outcomes in educational settings. Moreover, this will open ideas on how these leaders navigate challenges, manage stress, and sustain their effectiveness, reveal their coping mechanisms. Furthermore, exploring the educational insights of transformational leaders would uncover innovative pedagogical approaches, effective strategies for fostering a positive learning environment, and valuable perspectives that contribute to the enhancement of overall educational practices and outcomes.
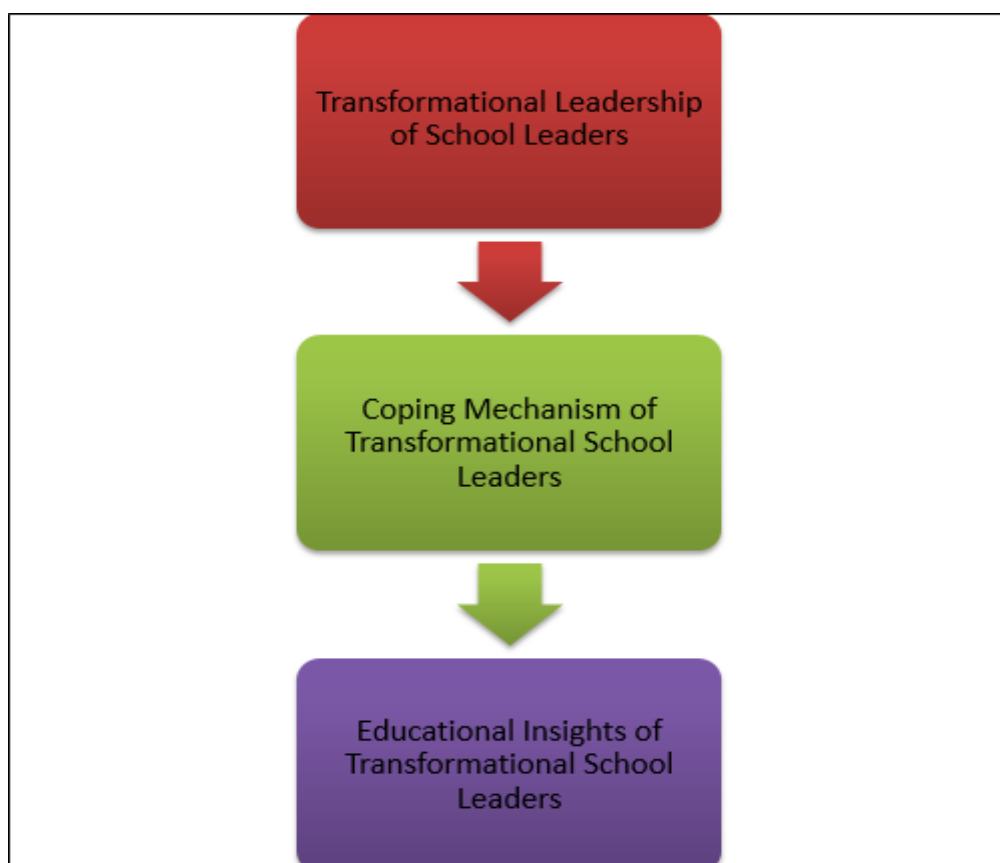

Fig 1 The Conceptual Framework of the Study

CHAPTER TWO
METHOD

This section outlines the methodology employed in the study. It includes philosophical assumptions and qualitative assumptions, research design, participant selection, ethical considerations, researcher's role, data collection methods, data analysis procedures and trustworthiness of the data.

➢ *Philosophical Assumptions*

Ontology. Perceptions of reality are subjective and diverse, indicating that each individual's understanding and interpretation may vary. Ontology, in turn, refers to the examination of the fundamental nature of reality (Creswell & Poth, 2018). It involves the assumptions researchers hold to find meaning or coherence in something (Scotland, 2013).

I consider myself to be more than qualified to contribute my experiences and observations on the transformational leadership of school leaders in the Department of Education. My firsthand insights, shaped by the multifaceted and subjective nature of leadership reality, enrich the study by providing authentic perspectives and contributing to a nuanced understanding of effective leadership practices. I can deal with information that may come out during the discussion of the study with the participants using my expertise.

Epistemology. In alignment with epistemological assumptions, I aimed to bridge the divide between my personal perspective and my role as a researcher. Epistemology explores the nature and breadth of knowledge, delving into the processes through which individuals attain understanding and discern truth (Creswell & Poth, 2018).

Besides being a researcher, I felt compelled to take part in the entire discussion because I "myself" am a school leader. I assure you that, regardless of what occurs throughout the study, my role as a researcher would not impede my capacity to express my ideas to the participants. I consciously navigated the intersection of personal perspectives and the researcher's role, acknowledging the influence of my epistemological stance. I seek to comprehend how knowledge is constructed, valuing diverse ways of knowing and aiming for a nuanced understanding that reflects the complex and multifaceted nature of truth.

Axiology. Axiology in research pertains to the role of values. Quantitative research, adopting a positive stance, distinguishes between facts and values. It treats facts as objective truths while considering values subjective and potentially misleading, hindering the pursuit of absolute truth (Given, 2018). The axiological presumption is the favoring of objectivity over subjectivity. In contrast, in qualitative research, the researcher transparently discloses personal values and biases influencing the study, acknowledging the inherent value-laden nature of the collected data (Creswell & Poth, 2018).

In the context of my inquiry on transformational leadership of school leaders, I recognized the axiological stance that emphasizes transparency. I openly acknowledged my values and biases, fostering an awareness of their impact. This approach ensured an ethical exploration, allowing the study to navigate the subjective elements inherent in leadership research with integrity.

Rhetoric. In rhetorical assumptions, qualitative research doesn't aim for absolute truth or omniscience. Instead, it revolves around reporting the participants' perspectives, acknowledging the subjective nature of reality, and recognizing that the researcher is a facilitator in understanding and interpreting rather than an objective truth-seeker (O'Neil, 2018).

In adopting a rhetorical point of view, I shaped study materials informally, prioritizing my voice over rigid internal and external validity concerns. I emphasized terms such as credibility, transferability, dependability, and confirmability, dedicating attention to participants' gestures and nuances, particularly in exploring their nuanced thoughts on the topic. This approach aligned with a qualitative emphasis on understanding subjective realities and valuing the richness of participant perspectives.

➢ *Qualitative Stance of the Study*

Qualitative methodology involves a systematic exploration of social phenomena within their natural contexts, encompassing various aspects of human experiences, behaviors, organizational dynamics, and interpersonal relationships. In qualitative research, the researcher serves as the primary instrument for data collection, delving into the reasons behind events, describing occurrences, and interpreting the significance of these events from the perspective of the participants under study. (Aspers et al., 2019). With this, the researcher interpreted the experiences of school leaders in transformational leadership since they were involved in human activities. When embarking on any qualitative study, the researcher will consider how their ideas about the subject may influence the research process, selecting a suitable working strategy. A stringent qualitative investigation necessitates a harmonious alignment among the researcher's belief system supporting the chosen approach, the research question, and the research methodology. Utilizing the initial challenge as a specific example, the researcher enhanced the understanding of how different techniques structure qualitative research. The researcher prioritized the safety and well-being of participants, remaining vigilant about any potential harm that might arise during the study's implementation.

Extra care has been taken to prevent any breaches of confidentiality, ensuring that information is not disclosed to others. This not only safeguards participants against potential psychological, social, and legal harm but is also crucial when researching sensitive topics (University of Virginia, 2020). Several effective strategies were employed to safeguard personal information, such as utilizing secure data storage methods, eliminating identifier components, modifying biographical details, and employing pseudonyms (for names of individuals, places, and organizations) (Bloor & Wood, 2006). The research ethics committee sought documented evidence through a written, signed, and preferably witnessed verification of consent.

➢ *Design and Procedure*

In this study, a qualitative research approach was utilized, specifically employing phenomenology. Qualitative research entails the collection and analysis of non-numerical data to comprehend concepts, opinions, or experiences, serving to gain profound insights into a problem or generate novel ideas for further research. This methodology stands in contrast to quantitative research, which involves the collection and analysis of numerical data for statistical purposes. Qualitative research is commonly applied in the humanities and social sciences, encompassing disciplines such as anthropology, sociology, education, health sciences, history, and others (Khan, 2014). Furthermore, qualitative research constitutes a naturalistic inquiry process aiming to attain a profound comprehension of social phenomena within their native environment. Its emphasis lies on exploring the reasons behind social phenomena rather than merely identifying the phenomena themselves, relying on the firsthand experiences of individuals who act as meaning-makers in their daily existence (University of Texas Arlington Libraries, 2021). Additionally, qualitative research is characterized as a market research approach concentrated on gathering data through open-ended and conversational communication, as articulated by QuestionPro (2021).

This study employed phenomenology, which involves examining the structures of consciousness from a first-person perspective. The primary aspect of an experience in phenomenology is its intentionality, signifying its directedness toward an object, as it represents an experience of or about that object. Phenomenology, as a field, is distinguishable from, yet connected to, other fundamental branches of philosophy such as ontology, epistemology, logic, and ethics (Stanford Encyclopedia of Philosophy, 2003). Furthermore, the study of consciousness structures from a first-person standpoint is a key focus of phenomenology. The central feature of an experience is its intentionality, where it is oriented toward something, serving as an encounter with or representation of an object (Husserl & Merleau-Ponty, 2018). Additionally, the primary aim of phenomenology was the direct exploration and description of phenomena as consciously experienced, devoid of theories about their causal explanations, and as uninfluenced as possible by unexamined preconceptions and presuppositions (Spielberg, 2017).

➢ *Ethical Considerations*

The planning of a study necessitates a comprehensive grasp of its purpose, direction, and the ethical considerations integral to research. In conducting this study, strict adherence to ethical standards was maintained to avoid any infringement of participants' rights. Ensuring participants willingly engaged in discussions, prioritizing their safety, and preserving the confidentiality of their identities were key ethical commitments. The research took place in environments where participants communicated in both their local language and English, introducing ethical considerations related to cultural boundaries, translation challenges, and perceptions of power and authority. Emphasizing the significance of English as a Second Language research conducted by teacher-researchers in contexts where ethical concerns might not be formally addressed, this chapter delves into the ethical guidelines contextualized and considered by researchers in the field of EAL. Several of these principles were explored in the subsequent discussion.

First was the informed consent. Through the informed consent process, participants were made aware of what was expected from them. The purpose of obtaining informed consent was to establish full trust with participants by ensuring they comprehended their roles. Participants in this study were invited to join voluntarily, with an emphasis on their right to participate or withdraw, and a guarantee of confidentiality for their records. Informed consent forms were distributed before data collection, and participants had to submit these forms before being allowed to participate, which was a mandatory step. The informed consent process involved face-to-face administration. To ensure participant safety, the researcher adhered to safety protocols mandated by the country.

Second was peer debriefing. To enhance the future validity of the research, peer debriefing involves discussions with one or more peers who were not personally involved in the research. This provides a knowledgeable and objective peer with the opportunity to analyze and evaluate future transcripts, research methods, and conclusions. Qualitative researchers will employ this technique in the future to explore their procedures impartially and independently, contributing to the credibility of their research. This was done as the discussion in the focus group (FGD) exposed the researcher to uninterested peers. Third, information was taken during the interview, and FGD was kept confidential. The study adhered to the Data Privacy Act of 2002, ensuring that the data cannot be traced back to their real sources to safeguard their identities. Consequently, great care was taken to guarantee the anonymity of the data sources and the de-identification of any shared/read personal information. The responses of the teachers, acting as respondents, were handled with complete confidentiality. All these measures are governed by the principle that disclosing any information about those involved in the study would constitute a serious breach of ethical standards.

The fourth consideration was intrusiveness. The respondents' time and convenience weren't interrupted, and the data gathering was conducted at their most secure and available time. A communication letter was sent ahead of time to address this concern, allowing them to make necessary arrangements with their schedules, and the focus group discussion (FGD) was conducted face-to-

face. It is crucial to note that unethical research is likely to make participants and researchers feel exposed and vulnerable. Therefore, the researcher's unethical actions can compromise the validity and reliability of the data obtained.

➢ *Research Participants*

The participants for this study were the school heads from the Department of Education, specifically in Public Elementary Schools in the Division of Mati City. To ensure that the data derived from the participants were sufficiently rich, the members of the said school qualified for the study. It consisted of 10 -12 school heads purposefully selected by the researcher to participate in the in-depth interview (IDI) and join the focus group discussion (FGD). The members of the discussion were chosen based on their firsthand experience with events in the school, serving as the primary source of information for this investigation.

For both in-depth interviews (IDI) and focus group discussions (FGD), participants were selected using the purposive sampling technique. Purposive sampling, also known as judgmental or expert sampling, is a form of nonprobability sampling. The primary aim of employing purposive sampling in the future is to create a sample that can be logically assumed to represent the population, especially when the population is not well defined in non-probability sampling (Lavrakas, 2018). Unlike quantitative analysis, qualitative research will necessitate a smaller sample size, sufficient to gather ample data for exploring the characteristics of master teachers providing technical assistance and addressing the research questions thoroughly. In this study, a non-probability sampling method was used when the characteristics required in the samples were rare and challenging to find in the Research Methodology.

Five school heads were participating in the in-depth interview and another five school heads in the focus group discussion. Each participant was assigned specific codes to conceal their identities, allowing them to express their opinions and knowledge on transformational leadership of school leaders freely. Participants underwent face-to-face interviews, with strict adherence to maximum health protocols imposed by the ongoing pandemic.

This assertion finds backing in Guest (2019), where it was noted that discussions in qualitative research were influenced by the opinions and emotions of the respondents. Predominantly, qualitative research was conducted through direct, in-person interactions, frequently involving focus groups comprising five participants. Before the discussion, the participants were provided with a brief background of the research environment. The study was conducted in Schools in the Division of Mati City, where schools offer complete primary and elementary education.

Data Sources. The data was derived from participants' responses to the questions presented to them. These questions were outlined in the interview guide and were based on the study's purpose. Participants' responses during the conduct of future focus group discussions (FGD) and in-depth interviews (IDI) were meticulously recorded. This research aimed to offer comprehensive and detailed insights into teachers' experiences with the technical assistance provided by their master teachers, enabling readers to assess how this information and the findings can be transferred to other settings. In the introduction, participants received a brief overview of the study, aligning with Creswell (2017) recommendation that initiating from the beginning can significantly enhance readers' comprehension of the study.

➢ *Role of Researcher*

Before the interview proper, I undertook the responsibilities of a recruiter and enlister of participants, ensuring adherence to proper protocols in recruitment and enlistment. In the process of data gathering, I took on the roles of an interviewer and facilitator. During the interview, I served as a facilitator to extract participants' insights and views regarding their experiences with transformational leadership. Simultaneously, I immersed myself as an observer to record details about the participants, their interactions, and the environment. Also, I undertook the role of transcriber where I am responsible for converting recorded or observed data into a written format. This includes transcribing interviews, focus group discussions, or any other qualitative data sources, as accurate transcription is crucial for maintaining the integrity of the data. Finally, I have undertaken the role of data analyst, as I engage in the systematic examination and interpretation of the data. Hence, I used various analytical techniques, such as thematic analysis or content analysis, to uncover the underlying meanings and implications embedded in the qualitative data necessary for the success of the data gathering.

➢ *Data Collection*

To initiate the data gathering process, the researcher drafted a letter to the Graduate School Dean of Rizal Memorial Colleges, seeking consent for the data gathering. Subsequently, ethical clearance was sought from the school's Research Ethics Committee. Once all necessary certifications were obtained, the researcher sought approval from the Schools Division Superintendent of the Division of Mati City for the data gathering, involving selected school heads in public elementary schools as participants. The approved request letter was presented to the school principal during a courtesy call at the school head's office. Before commencing the data gathering, the researcher requested assistance from other teachers or staff members.

Mishra (2016) highlighted in an interview that Focus Group Discussion (FGD) holds immense importance and high value in qualitative research, as it underscores the need for a detailed and holistic description of an activity or situation. Interviews, as per Murray (2005) and Murray & Brubaker (2008), offer the advantage of encouraging informants to be more careful and diligent in responding due to the researcher's serious commitment to their opinions. Furthermore, interviews serve as a guide for the researcher

to stimulate the informant's insight into deeper experiences, allowing for the exploration of unanticipated issues. Open-ended questions in the interview guide facilitate deviation from a pre-arranged script, enabling changes in the wording or order of questions (Opie, 2014). Interviews not only promote reflection and relaxation but can also serve as a cathartic experience for the informant.

Moreover, according to Nyumba et al. (2018), a focus group is characterized by a small assembly of individuals convened by a trained moderator (the researcher) to delve into attitudes, perceptions, feelings, and ideas concerning a particular topic. In a focus group interview, a context is created for a relatively similar group to contemplate the questions posed by the interviewer.

To establish rapport and trust with the participants, the researcher engaged in communication with them via Facebook Messenger or face-to-face interactions. The purpose was to get to know them better and provide a more explicit explanation of the research study's objectives and the specific information being sought. Prior to commencing the actual interviews, the researcher ensured the participants felt at ease by engaging in casual conversation. At the beginning of both the Focus Group Discussion (FGD) and In-Depth Interview (IDI), the researcher personally expressed gratitude to the participants for their involvement in the research, followed by a brief overview of the group's purpose. The researcher then clarified why the participants were chosen for the interview, emphasized confidentiality rules, and allowed them the opportunity to sought clarifications or ask questions. Subsequently, the questions were introduced one by one, and to foster discussion, probing questions were posed. The researcher took care to ensure that all participants have the opportunity to respond to the questions, and the use of the mother tongue (Bisaya) was encouraged for ease of communication.

➢ *Data Analysis*
In analyzing the data, the following tools were presented and discussed below.

Textual data obtained from the focus group discussion was subjected to thematic analysis. In this process, I integrated the use of thematic analysis, which was an inductive and iterative approach to qualitative data analysis, transforming data into findings (Patton, 2020). While there are various methods for analyzing phenomenological data, I adopted Moustaka's modification of the Stevick Collaizzi-Keen method, as explained by Creswell (2007). Following this method, the initial step involves bracketing my own experiences. Although it is challenging to eliminate biases entirely in qualitative inquiry, I adhered to Moustakas' (1994) perspective that emphasizes the researcher's complete receptivity to the informants' responses.

This study utilized triangulation techniques for data gathering, recognized as a valuable approach for capturing comprehensive details in research, regardless of the study's scale (Holland, 2009). Additionally, Nightingale (2020) highlights that triangulation involves analyzing results from the same study using various data collection methods, serving three main purposes: enhancing validity, providing a more in-depth understanding of a research problem, and examining diverse perspectives on a research problem. Triangulating sources, methods, and results was crucial to verify the validity of data gathered from participants, identify patterns, highlight teachers' insights into the traits of school heads applying transformational leadership approach, and crystallize findings or create themes during data analysis.

The subsequent step involved compiling a list of significant statements extracted from interviews and other data, focusing on participants' experiences in teaching and addressing challenges. Each statement, considered valuable, and retained, while irrelevant or repetitive statements were excluded, retaining only the most pertinent information aligned with the study's purpose.

The clustering of the remaining statements into themes or meaningful units followed. The researcher analyzed participants' responses to intellectualized statements expressing and implying meanings, constructing a description of the teachers' experiences in the study. This description elucidated the occurrences and included direct quotations from the teachers' statements, termed by Creswell (2007) as a textural description of experiences.

Triangulation, as highlighted by Noble and Heale (2019), was employed to enhance the credibility and validity of research findings. Credibility, synonymous with trustworthiness, pertains to how believable a study was, while validity concerns the extent to which a study accurately reflects or evaluates the concepts or ideas under investigation. Triangulation, achieved through combining theories, methods, or observers in a research study, served to overcome inherent biases that may arise from using a single method or observer. This approach facilitated the exploration and explanation of complex human behavior by employing various methods to offer a more balanced explanation to readers.

➢ *Framework of Analysis*
The researcher aimed to gather important information that benefited the study once the interviews and focus group discussions with the identified participants concluded. The processes outlined in the framework below (Figure 2), adapted from Giorgi's four-phase phenomenological technique (Ojala, 2018) was followed. Probing questions were directed to the selected participants based on the objectives of this study, as outlined in the question matrix provided in the appendices. The group interview was anticipated to last for about 45 to 60 minutes, and the interviews were transcribed using an audio recorder as a guide. The data investigated using a phenomenological approach, as depicted in the diagram above.

In the first step, as a researcher, I read each interview multiple times and created a detailed description of each participant's experience on their respective journey. In the second phase of data collection, the participants' own words or expressions were utilized to discriminate meaning units of their experiences from each participant's transcription. They were encouraged to use their own language to find subjective meaning units related to the state of reading programs for slow readers in primary education. The experiences described and data collected were subjected to thematic content analysis.

The generated themes were structured in a way that prioritizes the most important ones, reflecting how they relate to one another. The participants' expressed experiences were used to describe and display the importance of each topic, supported by significant literature from related fields. A subjective meaning network was formed by this ordered collection of meaning structures, and a relevant perspective was developed to describe the entire experience and journey of each participant.
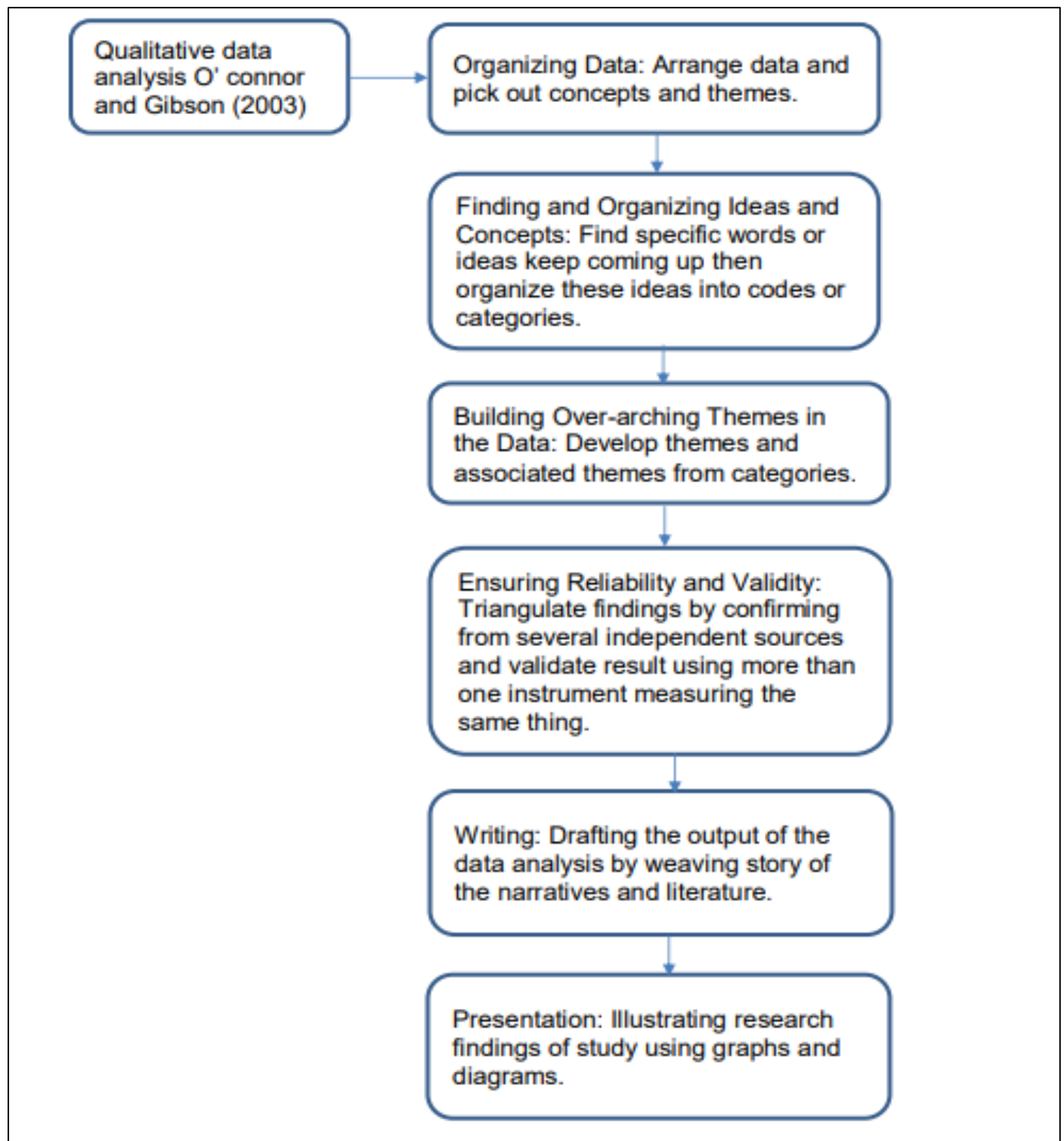

Fig 2 Analytical Framework of the Study

➢ *Trustworthiness of the Data*

Trustworthiness or rigor in a study, referring to the degree of confidence in data, interpretation, and methods to ensure the study's quality (Pilot & Beck, 2014), was established by the researcher through protocols and procedures. These were essential for the study to be deemed worthy of consideration by readers, encompassing credibility, transferability, dependability, and confirmability.

Credibility, equivalent to internal validity and focusing on the aspect of truth (Korstjens & Moser, 2018), was addressed by implementing member checking. Participants were asked to review the collected data and the interpretation during the interview, allowing them to verify their statements.

Transferability, involving the generalization of study findings to other situations and contexts (Devault, 2019), was considered by recommending further research to cover all elementary schools in Mati City Division, given that only school heads in public elementary schools were participants in this study.

Confirmability, requiring that procedures and results are free from bias, prioritizes the neutrality of the data, as emphasized by Lincoln and Guba (1985). The researcher ensured that all data and findings were derived from participants' answers.

Dependability, synonymous with reliability, qualitative research is achieved when the work is repeated in the same context, with the same methods and participants, resulting in similar outcomes (Shenton, 2014). To enhance dependability, the researcher maintained a personal journal throughout the study, documenting how data were gathered, how the analysis was conducted, and how the findings were arrived at (Merriam, 2002).

In this phase, the language was changed to reflect a third-person perspective. In the synthesis, the determination of the essential theme of the participants' journey was extracted from the meaning structures of all participants.

➢ *Research Instrument*

A semi-structured interview guide, following Bird (2016), was formulated as the research instrument for this study. This guide consisted of a defined set of questions aligned with the study's objectives and was utilized during in-depth interviews and focus group discussions with participants. The interview guide questions have undergone validation by expert panels and the research adviser, ensuring efficacy, relevance to the subject, and adherence to ethical considerations. This rigorous approach bolstered participants' confidence and comfort levels, leading to rich and dependable data collection. Furthermore, a guide and specific rules were established to maintain interview consistency, enhancing the trustworthiness of the findings. To capture participants' perspectives effectively, it was recommended to translate the guides into local languages and pilot test the translations for accuracy and clarity.

CHAPTER THREE
RESULTS AND DISCUSSIONS

In this chapter, the results obtained from the analysis of the interview data were presented. The findings highlighted key themes that emerged during the analysis, which were discussed comprehensively to address the study's objectives.

Before going into the discussion, it is crucial to establish the symbols used for presenting quotations from study participants' responses. In the transcribed interviews, codes (P1 to P10) are employed to represent individual participants.

➢ *Experiences of School Leaders in Public Elementary Schools on Transformational Leadership*

Figure 3 illustrates the experiences of school leaders in public elementary schools in Mati City on transformational leadership. These experiences revolve around three major themes: Fostering a shared vision, setting high expectations and motivation, and innovative teaching practices. These themes encapsulate the teachers' experiences with transformational leadership.

In adherence to research ethics and to ensure participant privacy, responses were anonymized using codes (P1-10), corresponding to participant numbers 1 to 10. These codes are indicated in the interview transcription provided in the Appendices.

As a school leader, myself, I have encountered numerous stories, sentiments, feelings, and emotions related to school leaders' experiences with transformational leadership. Based on the study results, three prominent themes emerged during the discussion.

Fostering a shared vision. This represents the primary theme within the lived experiences of school leaders on transformational leadership. Shared vision serves as the cornerstone, establishing an atmosphere in which all stakeholders are confident in their contributions to educational discourse. Additionally, it acts as a cohesive force, uniting individuals towards mutual educational objectives and values, fostering a collective commitment to student learning and well-being. Cultivating a culture in educational institutions that places trust, shared vision, and action research at the forefront is of paramount importance for the optimal growth of a learning community (Mundy, 2018). In my perspective, emphasizing a shared vision within educational settings is akin to laying a solid foundation. It not only promotes an environment where all involved parties feel secure in expressing their views but also acts as a binding agent, aligning diverse individuals towards common educational objectives and values. This shared vision, in turn, cultivates a sense of collective responsibility for the overall well-being and learning experiences of students. To validate the lived experiences of the participants, the following statement was revealed:

"Collaborative effort is not only beneficial for learners but also for teachers, staff, and school head. It contributes to a positive and supportive school climate that enhances the overall learning and working experience for everyone involved". (P5).

Transformational leadership is a style characterized by its ability to generate a positive and motivational influence on those being led. Leaders utilizing this method usually display elevated levels of energy, enthusiasm, and passion. They actively participate in the process, showcasing a strong dedication to the success of each team member. These leaders not only show a genuine interest in the overall advancement of the group but also commit themselves to aiding each individual within the group in attaining success. In the field of education, transformational leadership stands out as an exemplary model for educators, including deans, principals, professors, and teachers. It underscores the significance of leading by personal example (Cherry, 2023).

In my view, the portrayal of transformational leadership underscores its impactful and motivating qualities. The emphasis on leaders exhibiting high energy, enthusiasm, and a genuine commitment to both individual and collective success resonates with the idea of creating a positive and purpose-driven environment. The application of transformational leadership in education, particularly the emphasis on leading by personal example, aligns with the notion of inspiring others toward excellence. Overall, it presents a leadership style that transcends mere management, prioritizing the holistic development and success of individuals and groups. To validate the lived experiences of the participants, the following statement was revealed:

"When there is a collaborative effort, where individuals work together towards common objectives, it will increase trust and camaraderie, creating a supportive environment where everyone feels valued and motivated." (P2)

In the educational domain, transformational leaders serve as catalysts, playing a pivotal role in inspiring and nurturing the emergence of future transformational leaders in sectors ranging from industry to government and society as a whole (Fontein, 2022). These educators go beyond traditional teaching roles, acting as mentors and exemplifying transformational leadership traits. By infusing enthusiasm, passion, and a dedication to individual success into the learning environment, they foster a culture that shapes students to become not only knowledgeable professionals but also principled and visionary leaders.

I believe the influence extends beyond the classroom, as these inspired individuals carry the transformative ethos into their respective fields, contributing to the cultivation of a broader leadership culture that prioritizes positive impact, innovation, and societal advancement. Fontein's insights underscore the crucial role of education in shaping the trajectory of leadership across diverse sectors. Most of the participants expressed their personal feelings:

"Collaborative efforts of all stakeholders contribute to a positive and supportive school culture so it could be productive results among stakeholders." (P3)

"Collaborative efforts contribute to a positive and supportive school culture by fostering a sense of community, promoting open communication, building strong teams, encouraging mutual support, distributing responsibility, stimulating innovation, increasing engagement, providing positive role modeling, developing conflict resolution skills, and celebrating shared successes". (P4)

Mundy (2018) emphasizes the critical need for educational institutions to cultivate a culture centered on trust, shared vision, and action research to foster an optimal learning community. The study underscores that building trust is fundamental, creating an environment where all stakeholders feel secure in contributing to educational discussions.

From my perspective, the shared vision serves as a powerful force, uniting individuals towards common educational goals and values, and fostering collective responsibility for student learning and well-being. The study strongly asserts that the synergy of trust, shared vision, and action research is crucial for creating a learning community that excels academically and prioritizes the holistic development of each student. This underscores the transformative potential inherent in a culture that values trust, a shared vision, and evidence-based practices.

Setting high expectations and motivation. This is the second main theme addressing the lived experiences of school leaders of public elementary schools on transformational leadership. Establishing demanding standards for school leaders is a common strategy in the Western world, viewing these educational leaders as crucial facilitators for the effective execution of significant educational changes. This viewpoint highlights a strong conviction in the essential role played by school leaders, emphasizing their significance in guiding substantial transformations within the education system. The inclination toward imposing high expectations on school leaders demonstrates a dedication to promoting excellence and creativity in education, acknowledging the significant impact these leaders have on shaping the academic environment (Boje & Frederiksen, 2021).

In my opinion, setting high expectations for school leaders in the Western world reflects a commendable commitment to fostering excellence and innovation in education. Recognizing the pivotal role these leaders play in driving transformative changes within the education system underscores their importance in shaping the academic landscape. While this approach is beneficial, it's crucial to ensure that the expectations are realistic and accompanied by the necessary support to prevent burnout and facilitate successful implementation. This was validated by my participant's comments.

"High expectations set by a good leader contribute to a culture of continuous improvement within the school through firm leadership of the school head". (P3)

"Setting high expectations as a leader motivates individuals, fosters a sense of accountability, and promotes regular reflection, all of which contribute to a culture of continuous improvement within the school". (P4)

Motivation is crucial for a school's success, and school leaders are essential in nurturing and maintaining this motivation in teachers. School heads, in particular, play a crucial role by offering strategic leadership and promoting positive and productive collaboration among all staff. Their skill in inspiring and involving educators is instrumental in creating a flourishing educational atmosphere. In such an environment, motivated teachers, under effective leadership, collaboratively strive for the school's success and the comprehensive development of its students (Ghimire, 2022). I believe that the role of school leaders in fostering motivation among teachers is paramount for a thriving educational environment. Effective leadership goes beyond just strategy and extends to creating a positive and collaborative atmosphere. When school heads inspire and engage educators, it sets the stage for collective efforts toward both the school's success and the holistic development of students.

Moreover, Gonzalez and Surikova (2022) emphasize that school leaders are guided by high expectations in their endeavors for professional development. This involves a dedication to improving practical skills, providing opportunities for personal reflection, and promoting collaborative sharing among colleagues. The proactive stance towards professional growth is in harmony with cultivating a positive atmosphere based on shared values, showcasing the leaders' commitment to fostering a supportive and enriching educational environment. This is supported by my participant's notions:

"High expectations set by leaders serve as a catalyst for continuous improvement by fostering a culture of excellence, accountability, and a commitment to ongoing learning and growth within the school community" (P5).

"When leaders communicate and uphold ambitious standards it inspires a collective commitment to excellence. This fosters a mindset of continuous learning and improvement. As a result, the school becomes more adaptive and strives for ongoing enhancement" (P2).

Motivation within school leadership is intricately connected to the complex interplay of external elements, encompassing legal and technological dynamics, alongside internal factors like school size and staff relationships. The effectiveness of motivation, as a propelling force, relies on a leader's skill in navigating these influences adeptly, molding a school environment that serves as inspiration for both educators and students (Miller, 2018). Accomplished school leaders skillfully blend external and internal factors to cultivate a motivational atmosphere that fosters achievement and positive results.

I believe that motivation in school leadership is a nuanced dance between external factors like legal and technological dynamics and internal elements such as school size and staff relationships. A leader's ability to navigate this intricate interplay is pivotal, shaping an environment that genuinely inspires both educators and students. Successful school leaders, in my opinion, demonstrate a knack for seamlessly integrating external and internal factors, creating a motivational atmosphere that propels achievement and fosters positive outcomes.

Innovative teaching practices. This is the third main theme under the lived experiences of school leaders of public elementary schools on transformative leadership. Innovative teaching practices, marked by dynamic and progressive approaches, have shown significant positive effects on student learning results, motivation, engagement, and critical thinking abilities. Transformational school leaders, acknowledging the potential of these methods, play a key role in cultivating an innovative culture within educational institutions. Their visionary leadership empowers educators to adopt and apply imaginative teaching approaches, thereby contributing to a comprehensive improvement in student development and readiness for the evolving demands of the future (Mandot, 2023). The participants revealed the following:

"Praising learners whose reading ability improves can boost their confidence to strive for excellence. Praising teachers for the punctual submission of required reports makes the whole faculty adaptive to it" (P2).

"My examples were all my teachers doing their best to produce quality learners". (P3)

Innovative teaching practices, spanning pedagogical, learning, technological, and social competencies, serve as robust predictors of lecturers' performance in fostering innovation. Transformational education leaders play a pivotal role in cultivating these competencies among their faculty, establishing a supportive environment that encourages continuous growth and development. Prioritizing and nurturing these competencies contributes to a culture of innovation, ensuring that educators are well-equipped to deliver engaging and effective teaching methods that align with the evolving needs of education (Rafsanjani et al., 2023). Innovative teaching practices, encompassing various competencies, are key indicators of instructors' success in fostering innovation. Transformational education leaders play a crucial role in developing these skills among faculty, fostering a supportive environment for continuous growth. This prioritization of competencies contributes to an innovative culture, ensuring educators are well-prepared to deliver effective teaching methods aligned with evolving educational needs. More statements from the participants are as follows:

"Recognizing the diversity of student abilities, a teacher influenced by high expectations might adopt a differentiated instruction approach. This involves tailoring lessons to meet individual learning needs, providing additional challenges for advanced learners, and offering support for those who may need extra assistance. This approach ensures that all students are appropriately challenged and engaged in the learning process" (P4).

The critical importance of teachers actively engaging in continuous self-development to stay abreast of evolving educational practices. Emphasizing the enhancement of technological competencies, the findings highlight the essential role these skills play in enabling educators to effectively implement innovative teaching methods, ultimately contributing to a dynamic and progressive learning environment (Pratap & Chauhan, 2022). The imperative for teachers to consistently engage in ongoing self-development to keep pace with evolving educational practices is undeniable. I believe that emphasizing the improvement of technological competencies is crucial, as these skills empower educators to adeptly implement innovative teaching methods. Such dedication to professional growth not only benefits teachers individually but also collectively contribute to creating a dynamic and progressive learning environment, aligning education with the ever-changing needs of students.

"Encouragement and high expectations can shape teaching approach to create a more dynamic, engaging, and supportive learning environment for students" (P5).

Furthermore, the incorporation of innovative teaching methods alongside traditional approaches, led by transformative school leaders, demonstrates a commitment to preparing students for global challenges. These leaders endorse the strategic use of technology, recognizing its significance in enhancing learning and promoting quality education. By encouraging collaborative teaching and utilizing multimedia approaches, they foster an environment where students engage with course content, develop real-world problem-solving skills, and cultivate creative thinking, aligning education with the demands of the contemporary world (Kumari, 2022).

I firmly believe that blending innovative and traditional teaching approaches under transformative leadership is key to preparing students for the challenges of a globalized world. Recognizing technology as a strategic tool emphasizes its crucial role in enhancing learning and ensuring quality education. Encouraging collaborative teaching and multimedia strategies not only engages students with course content but also cultivates essential problem-solving skills and fosters creative thinking, essential attributes for success in the modern era.
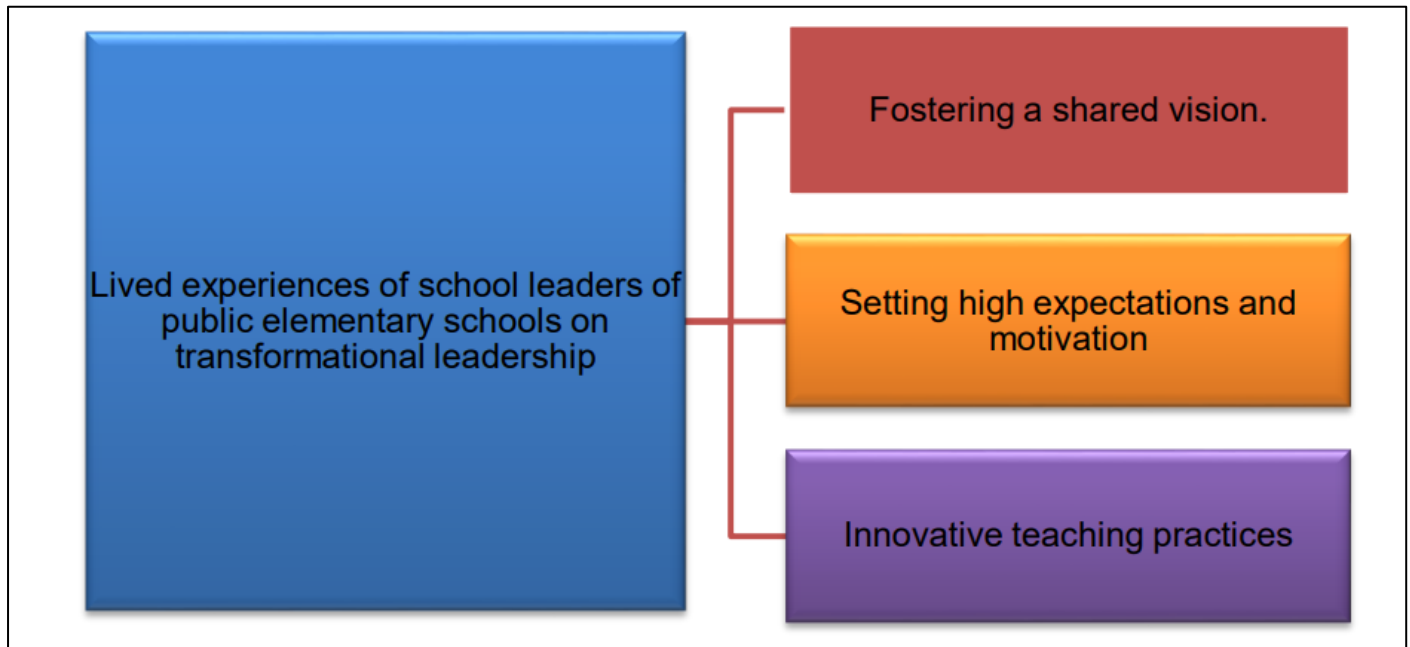

Fig 3 Emerging Themes on the Lived Experiences of School Leaders of Public
Elementary Schools on Transformational Leadership

➤ *Coping Strategies of School Leaders of Public Elementary Schools on Transformational Leadership.*
Figure 4 shows the coping strategies of school leaders of public elementary schools on transformational leadership. The experiences of these school leaders were geared toward three major themes namely: Individualized support, collaboration and teambuilding, and continuous professional development. To formally guide the readers, the participants' responses were labeled with codes to keep privacy as mentioned in the research ethics and focus on their responses which is far more important. Codes P1-10 stand for participant numbers 1 to 10. The codes were evident in the transcription presented during the interview as found in the Appendices.

Throughout the conversation, in my role as a school leader with ample experience in the field, I've encountered narratives, expressions, sentiments, and emotions regarding teachers' experiences with coaching and mentoring. The study revealed three distinct themes stemming from these discussions.

Individualized support. This is the first main theme under the coping strategies of school leaders of public elementary schools on transformational leadership. Ryabova (2022) emphasizes the crucial need for personalized assistance for novice school leaders, particularly in the initial stages of their careers. This support should cover psychological, professional, methodological, and economic aspects. School leaders must acknowledge and address the distinct requirements of educators, placing a strong emphasis on tailored psychological support to help them navigate the unique challenges of the profession. By offering extensive professional development, methodological direction, and financial assistance, a supportive environment is created. This enables teachers not only to succeed individually but also to make significant contributions to the overall educational objectives of the school. The participants expressed their thoughts:

"Conduct assessments or surveys to understand the specific needs of each teacher". (P5)

"Handling situations where individualized support is required involves a thoughtful and tailored approach to address the specific needs of each individual. Here are key steps to consider: Assessment of needs, open communication , goal setting and tailored professional development". (P4)

Providing development opportunities for school leaders is essential, with a particular emphasis on their personal growth, well-being, and the cultivation of essential qualities needed to thrive in demanding conditions. Recognizing and addressing the unique challenges each leader faces requires a dedicated commitment to individualized support, ensuring they receive the tailored assistance necessary for their success and fulfillment in their crucial roles (Importance of personal development, 2023).

I believe that individualized support serves as a vital coping mechanism, offering leaders personalized resources to navigate the complexities they face. This tailored assistance acknowledges their unique circumstances, fostering resilience, and providing tools for effective problem-solving. It not only contributes to their professional growth but also enhances their ability to lead with confidence and poise in the demanding and ever-changing landscape of education.

"By motivating every individual to do the best always for the good of all". (P3).

"Let everyone in the school be aware of their functions, define their tasks-clearer vision of the defined goals". (P2)

"Focusing on instruction in their interactions with teachers". (P1)

While development opportunities are crucial for school leaders, equal attention must be directed towards nurturing their personal qualities and providing tailored support to excel in challenging conditions. Individualized support is pivotal, recognizing and addressing the specific needs and strengths of each leader, fostering a resilient and effective leadership approach that is attuned to their unique contexts and demands (Mišianiková et al., 2022).

Having served in a leadership role in education, I resonate deeply with the idea that fostering personal qualities and providing tailored support is indispensable for effective school leadership. It's not just about acquiring skills but also about understanding and harnessing one's unique strengths. Individualized support acts as a coping mechanism by offering leaders targeted assistance that aligns with their attributes and the challenges they face. This personalized approach doesn't just enhance their coping strategies but also empowers them to navigate complexities with heightened self-awareness, ultimately contributing to a more resilient and adaptive leadership style in the face of challenging educational conditions.

Collaboration and team building. Collaboration skills encompass interpersonal and intrapersonal qualities and competencies that we employ to work together in solving problems or achieving common goals. These skills are often prioritized in workplace requirements and, like any other set of skills, can be enhanced (Conoway, 2021). Beyond teamwork, effective collaboration requires understanding individual strengths and communication styles. I've experienced firsthand that refining these skills enhances productivity, fosters inclusivity, and promotes innovative problem-solving. In today's dynamic work environment, strong collaboration skills are not just beneficial; they are essential for success and fulfillment. Statements from the participants were extracted to reveal their coping mechanisms:

"Involve everyone in the activity. They must be aware of their upcoming tasks" (P2).

"By giving rewards to those performing individual". (P3)

Collaboration and team building among school leaders are critical components of effective leadership in schools. This collaborative leadership model involves intricate interactions among diverse stakeholders such as school leaders, teachers, support staff, and students, shaping a dynamic environment that reflects the collective intentions and goals of the individuals involved (Aggarwal, 2010). Highlighting the significance of collaboration, this approach underscores the importance of collective efforts in tapping into the combined creativity and autonomy of all members within the school community. Creating an atmosphere that recognizes diverse perspectives and values contributions, collaborative leadership facilitates the pooling of ideas and resources for the overall betterment of the school. This inclusive and participatory philosophy not only enhances the cohesion of the school community but also nurtures a shared sense of responsibility and dedication to accomplishing shared objectives (Woods & Roberts, 2018).

"Set the tone for collaboration by establishing a culture that values teamwork. Communicate the importance of collaboration as a shared responsibility and an integral part of achieving organizational goals. Encourage an open-door policy and promote the idea that everyone's input is valuable" (P4)

Setting a collaborative tone within an organization is paramount for fostering a culture of teamwork. By emphasizing the value of collaboration as a shared responsibility essential for reaching organizational goals, leaders can create an environment where collective efforts are not just encouraged but celebrated. Establishing an open-door policy and emphasizing the importance of everyone's input sends a powerful message that each team member's perspective is valuable. This approach not only enhances communication but also cultivates a sense of inclusivity and shared ownership, driving the organization toward greater success. I believe that a collaborative culture is a cornerstone of effective and innovative workplaces, where diverse ideas and perspectives contribute to a thriving and dynamic environment.

"To foster collaboration and team building among teachers, conduct regular meetings and encourage open communication" (P5).

Regular meetings and open communication by school leaders are fundamental strategies for fostering collaboration and team building among teachers. These practices, initiated by leadership, provide a structured platform for sharing ideas, addressing challenges, and aligning goals. In my experience, these interactions, driven by school leaders, not only enhance professional relationships but also create a supportive environment where educators feel heard and valued. To cultivate a spirit of cooperation within the school, the headmaster or principal must actively assume roles as a planner, coordinator, motivator, and mentor, implementing strategic measures to nurture collaboration among staff members, ensuring that all teachers and staff provide robust support towards the realization of the school's goals (Raman, 2019).

Continuous professional development. Continuous professional development is essential for the continuous growth and efficacy of school leaders. Studies consistently emphasize the importance of ongoing learning for experienced principals, noting their awareness of the necessity to keep up with evolving educational trends and best practices. These leaders highly prioritize collaborative engagement with professional peers, cultivating a culture of shared knowledge and experiences that not only enhances their professional development but also has a positive influence on the schools they oversee (Sahlin, 2023). In my role as a school leader, I've personally found continuous professional development to be indispensable, recognizing its role in staying current with educational advancements. Engaging in collaborative interactions with fellow educators has not only enriched my professional growth but has also fostered a culture of shared expertise that positively impacted the overall effectiveness of the schools I led. The views of the participants were highlighted as follows:

"To ensure meaningful and impactful professional development for teachers, provide INSET and LAC sessions that suit to their needs and interests" (P5).

"Ensure that professional development activities are directly relevant to teachers' daily classroom practices. Link the learning experiences to real-world scenarios, instructional strategies, and assessment methods. The more applicable the content, the more likely teachers are to implement what they learn" (P4).

In my experience as an education leader, tailoring professional development through INSET and LAC sessions to meet the specific needs and interests of teachers has been transformative. When learning experiences directly align with daily classroom practices, integrating real-world scenarios, instructional strategies, and assessment methods, the impact is palpable. The more applicable the content, the greater the enthusiasm and commitment from teachers to implement these insights, ultimately fostering a more effective and dynamic learning environment. A well-structured professionalization program, incorporating elements such as the active provision of theoretical frameworks, peer learning within professional learning communities, and the translation of insights into actionable plans, yields the most robust outcomes for school leaders in terms of school development. Furthermore, the inclusion of school-specific coaching further enhances the efficacy of the program, providing targeted support that aligns with the unique needs and challenges of individual educational institutions (Tanghe & Schelfhout, 2023). More coping mechanisms were revealed:

"Through empowering them and giving the task to perform" (P3).

"When teachers teach what he gained, he has definitely obtained learning experiences during the training and seminars". (P2)

"Building a productive school climate and managing personnel well". (P1)

I believe that by empowering educators and assigning meaningful tasks, they not only gain valuable experiences but also become more adept at transferring that knowledge to their teaching practices. The reciprocity between learning and teaching enhances the overall effectiveness of professional development, creating a cycle of continuous improvement and growth within the educational community. Stutchbury et al., (2022) revealed that effective school leaders play a key role in fostering innovation by embracing learner-centered leadership approaches. By prioritizing student needs and promoting a learner-centric environment, these leaders empower teachers to employ innovative teaching methods that cater to diverse learning styles.
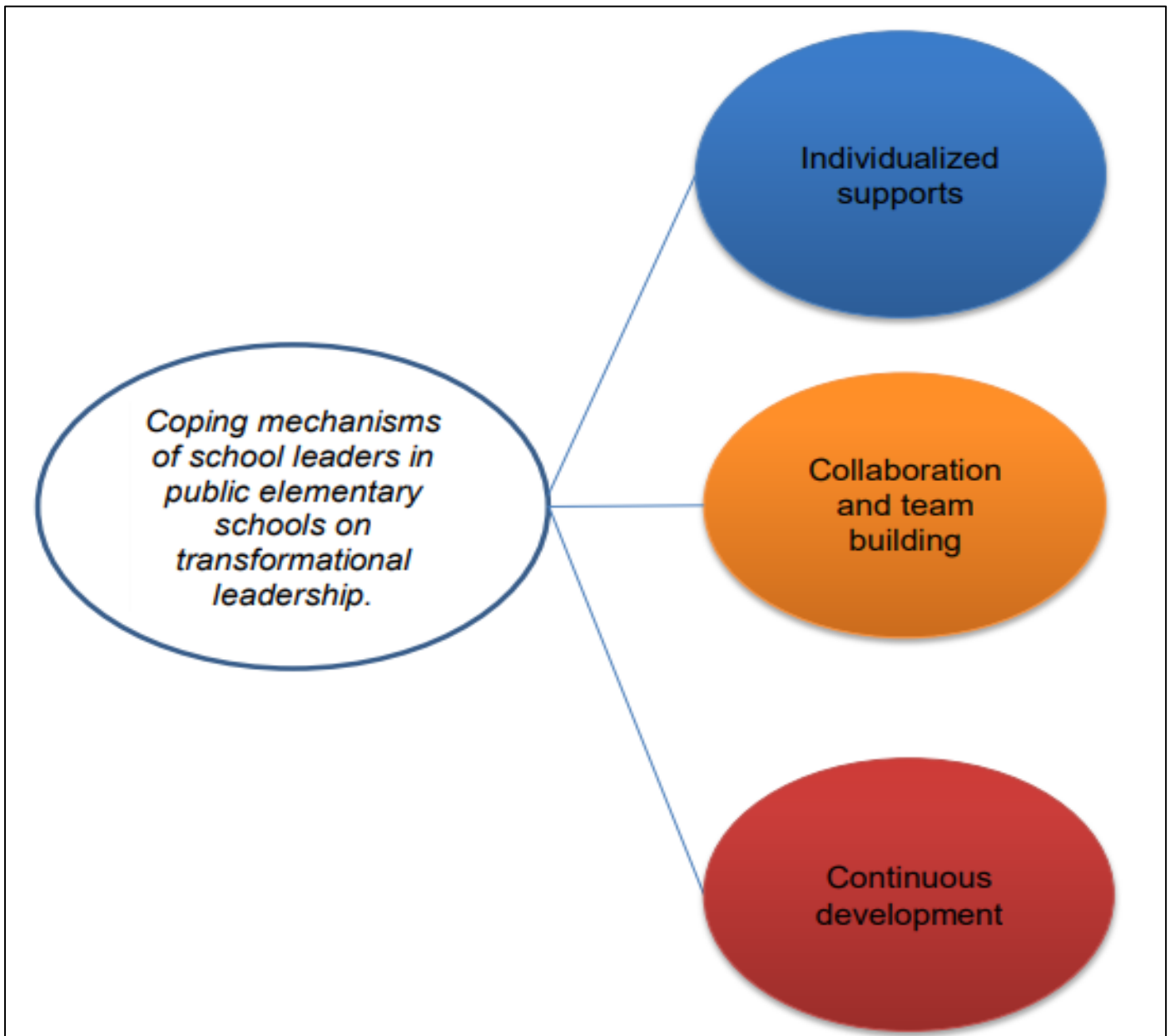
Fig 4 Emerging Themes of Coping Mechanisms of School Leaders in Public elementary Schools on Transformational Leadership

Insights can be drawn from the lived experience of school leaders in public elementary schools on transformational leadership.

Figure 5 shows the Insights that can be drawn from the lived experiences of school leaders in public elementary schools on transformational leadership. The experiences of these school leaders were geared towards two major themes: support for emotional and mental well-being. To formally guide the readers, the participants' responses were labeled with codes to keep privacy as mentioned in the research ethics, and focus on their responses which is far more important. Codes P1-10 stand for participant numbers 1 to 10. The codes were evident in the transcription presented during the interview as found in the Appendices.

In the course of our discussion, drawing from my extensive experience as a school head, I've encountered narratives, expressions, sentiments, and emotions reflecting school heads' experiences on transformational leadership.

Support for emotional and mental well-being. The emotional and well-being support offered by school leaders is not only crucial for addressing the mental health challenges faced by teachers but also extends to their own emotional and well-being needs. Recognizing the demands of their roles, school leaders who prioritize their own emotional health set a positive example and are better equipped to implement effective mental health interventions within the school community. By nurturing their well-being, school leaders create a resilient and supportive environment that benefits both students and themselves, contributing to a holistic approach to mental health in schools (Drabenstott et al., 2023). As a school leader, I believe in prioritizing emotional well-being not only for teachers but also for myself. Recognizing the demands of our roles, fostering a culture of self-care sets the stage for

resilience and enables effective support for mental health needs within the school community. Leading by example in prioritizing emotional health creates an environment where everyone feels supported, contributing to a healthier and more thriving educational community. Some thoughts were underscored below:

"Support teachers' professional growth and career development. Create opportunities for advancement, offer mentorship programs, and provide pathways for leadership roles. A sense of professional fulfillment contributes to overall well-being." (P4)

In my experience as a school leader, I've witnessed the transformative impact of prioritizing teachers' professional growth and career development. Creating avenues for advancement, implementing mentorship programs, and offering pathways to leadership roles not only elevate the skill set of educators but also contribute significantly to their overall sense of professional fulfillment and well-being. Investing in teachers in this comprehensive manner not only enhances the quality of education but also fosters a positive and motivated school culture.

Transformational school leaders, with their empathetic and inspirational qualities, are uniquely positioned to model and instill emotional intelligence within the school community. Their focus on fostering positive relationships, creating a supportive environment, and promoting open communication directly contributes to a school culture that prioritizes emotional well-being, ultimately aiding in the prevention and effective management of mental health challenges among students (Parker, Crane & Wood, 2018).

"School leaders can support teachers by allowing flexibility in teaching approaches and methods. This helps teachers adapt to the diverse needs of their students and fosters a sense of autonomy in their professional roles". (P5)

"By creating an activity which enhances their mental health". (P3)

"Our leader makes sure that teachers are well-taken care of. We have this school based team building activity and wellness program that ensures well-being". (P2)

Empowering teachers with flexibility in teaching approaches not only enables them to better address the diverse needs of students but also cultivates a sense of professional autonomy. Additionally, incorporating activities that enhance teachers' mental health emphasizes a holistic approach, recognizing the importance of their well-being in creating a positive and effective learning environment. As a school leader, I believe these strategies contribute not only to the growth and adaptability of educators but also to the overall health and vibrancy of the school community. Kelly (2023) reveals that school leaders face significant challenges related to workload, indicating a need for intervention to safeguard their emotional and well-being support.
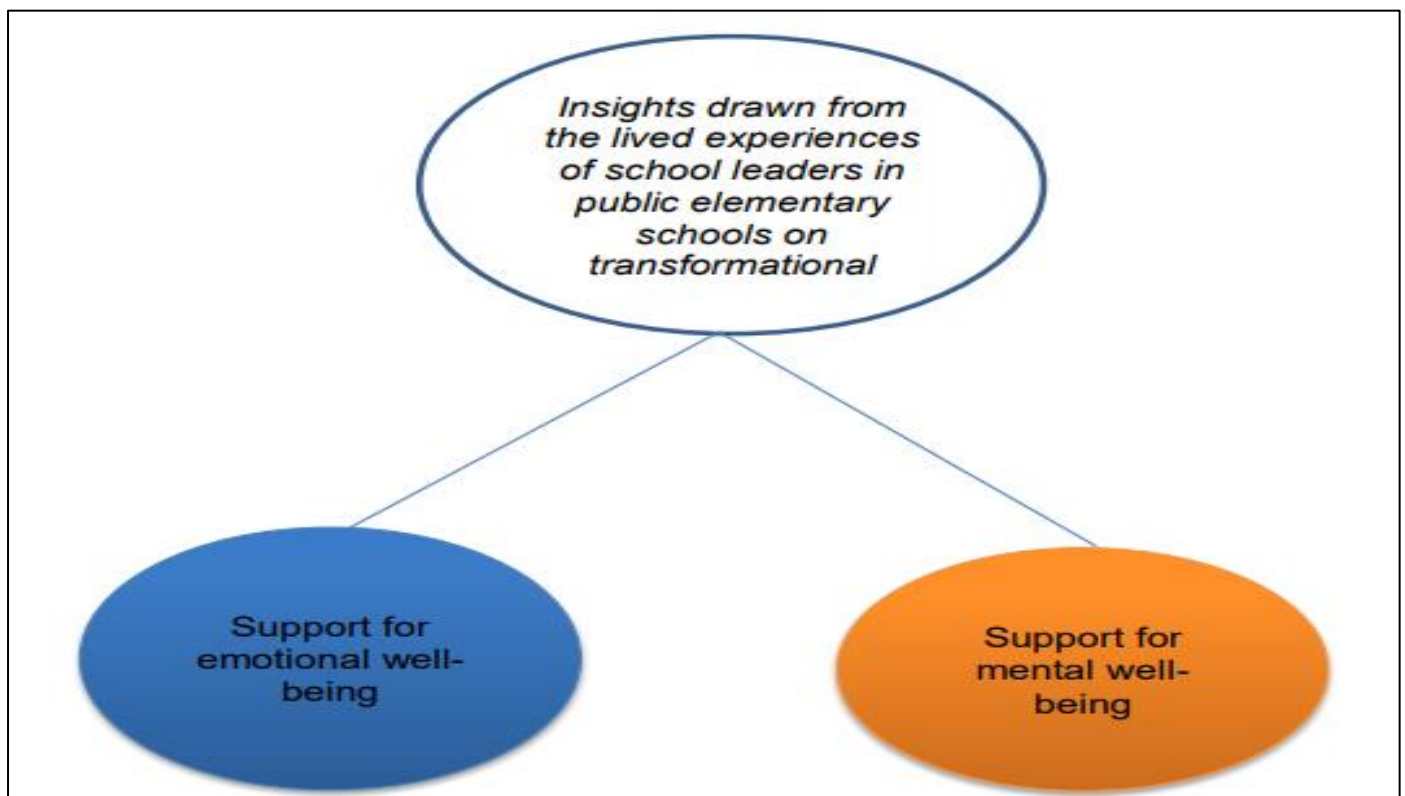

Fig 5 Emerging Themes on Insights of School Leaders in Public Elementary Schools on Transformational Leadership

CHAPTER FOUR
IMPLICATIONS AND FUTURE DIRECTIONS

Presented in this chapter is a concise summary of the study. It is followed by implications based on the findings of the study. Future directions in the field of lived experiences of school leaders are also discussed here.

This study was conducted to generate the school leaders' lived experiences on transformational leadership. Also, the study explored participants' actions taken on overcoming challenges encountered. Moreover, through the participants' lived experiences, the suggested areas for improvement have been revealed.

➢ *Findings*

This study utilized a qualitative research design notably to extract the responses of participants' experiences. In addition, in-depth interviews with the participants, who were (10) selected school leaders in public elementary schools from the Division of Mati City, were done to collect data. To summarize, the following are the study's primary findings: 1. The participants' lived experiences reflected the school leaders' work practices, (a) fostering a shared vision (b) setting high expectations and motivation, (c) innovative teaching practices. School leaders need to adopt certain strategies like (a) individualized support, (b) collaboration and team building, and (c) continuous professional development. School leaders were able to overcome the highlighted problems mentioned in the preceding conversations when there is enough support on their mental and emotional well-being.

➢ *Implications*

School leaders have concluded the critical influence of work practices such as fostering a shared vision, setting high expectations and motivation, and incorporating innovative teaching methods on leadership effectiveness. To enhance these practices, school leaders are advised to implement individualized support strategies, fostering collaboration and team building, and prioritizing continuous professional development. Furthermore, the study underscores the significance of providing ample support for the mental and emotional well-being of school leaders, as this support was found to be instrumental in overcoming the challenges highlighted in the study. Adopting these strategies is crucial for school leaders to navigate and excel in their roles, ultimately contributing to a more effective and supportive educational environment.

The findings of this study hold significant implications for the application of transformational leadership in school settings. By recognizing the importance of fostering a shared vision, setting high expectations and motivation, and embracing innovative teaching practices, school leaders can embody key tenets of transformational leadership. Individualized support strategies, collaboration and team building, and continuous professional development, as suggested by the study, align with the transformative leader's emphasis on personalized growth, collective empowerment, and a commitment to ongoing learning. When school leaders adopt these strategies, it can positively impact teacher performance by creating an environment that encourages innovation, collaboration, and a shared commitment to a common vision. Improved teacher performance, in turn, correlates with enhanced student achievement as teachers are better equipped to employ effective teaching methods and adapt to the evolving needs of their students. Consequently, the overall educational system stands to benefit from a transformative leadership approach, fostering a culture of excellence, innovation, and continuous improvement across all levels of the educational institution.

➢ *Future Directions*

Based on the themes derived from the lived experiences, coping strategies, and educational insights of school leaders in public elementary schools on transformational leadership, several considerations emerge.

Officials from the Department of Education must leverage the findings of this study so the Department can refine its leadership development programs. Emphasizing individualized support, collaboration, and continuous professional development for school leaders can serve as a framework for enhancing leadership effectiveness within the education system. Ultimately, this can contribute to a more dynamic and adaptive educational landscape, fostering improved teacher performance, heightened student achievement, and overall excellence across the education system. The findings provide actionable guidance for the Department of Education to cultivate a leadership culture that aligns with contemporary educational needs and aspirations.

Fellow school heads can derive substantial benefits from embracing a transformational leadership approach. By fostering this, school heads can inspire their peers towards a collective commitment to excellence. Individualized support strategies, collaborative efforts, and continuous professional development, as suggested by transformational leadership, can empower fellow school heads to navigate challenges effectively and enhance their leadership skills. This approach not only fosters a positive and dynamic work culture but also contributes to improved teacher performance, student achievement, and overall educational success within the school community.

Teachers should place a stronger emphasis on acknowledging the relevance of transformational leadership in school leaders. Understanding and appreciating the impact of this leadership style can contribute to a more collaborative and motivated teaching environment, ultimately enhancing overall educational outcomes. Additionally, this could contribute to their growth, job satisfaction, and adaptability, thereby enhancing teaching performance and sustaining high levels of work motivation.

Students stand to benefit significantly from this study as it offers substantial benefits through the enhancement of teaching quality and the overall learning experience. As leaders inspire and motivate both educators and learners, the improved learning experience, spanning academics and extracurricular activities, stands to produce more competent teachers in the classroom. This heightened competence creates an environment that fosters a genuine love for learning among students, reinforcing the positive impact of transformational leadership on academic performance and achievement.

Future researchers could derive valuable insights from studying the transformational leadership approach of school leaders as it provides a framework for understanding the dynamics that contribute to effective educational environments. Analyzing the impact of transformative leadership on teaching quality, student engagement, and overall school culture can offer evidence-based strategies for enhancing educational outcomes. By exploring how transformational leaders inspire and motivate both educators and students, researchers can contribute to the development of innovative practices that promote academic success and foster a positive learning atmosphere. Additionally, such research could inform leadership training programs and policy decisions aimed at improving the overall quality of education.

REFERENCES

[1]. Aggarwal, J. (2020). Collaborative school leadership: managing a group of schools: 1st ed., by Middlewood, D., Abbott, I. and Robinson, S. 2019. Bloomsbury Academic, ISBN: 978-1-3500-0913-4, London. School Leadership & Management.

[2]. Amos, O. J., Ogoti, E., Siamoo, P. (2022). Shared Strategic Vision in Participative Leadership Style and Quality Education Provision in Public Secondary Schools in Arusha Region, Tanzania. British journal of education, 10(7):51-74.

[3]. Anderson, M. (2017). Transformational leadership in education: A review of existing literature. *International Social Science Review, 93*(1), 1-13.

[4]. Baharan, M. F. M., Mamat, M. M., Temyati, Z., Mohan, K. M. (2020). School Leaders Support towards the Use of Frog VLE Application among Islamic Education Teachers. The International Journal of Academic Research in Business and Social Sciences,

[5]. Bass, B. M. (1999). Two decades of research and development in transformational leadership. European journal of work and organizational psychology, 8(1), 9-32.

[6]. Berkovich, I. (2016). School leaders and transformational leadership theory: time to part ways?. *Journal of Educational Administration*, *54*(5), 609-622.

[7]. Bloor, M., & Wood, F. (2006). Keywords in qualitative methods: A vocabulary of research concepts. Sage Publications Ltd. https://doi.org/10.4135/9781849209403.

[8]. Bøje, J. D., Frederiksen, L. F. (2021). Leaders of the profession and professional leaders. School leaders making sense of themselves and their jobs. International Journal of Leadership in Education.

[9]. Buenvinida, L. P., Ramos, M. T. S. (2019). Transformational leadership practices of school heads and performance of city schools in the division of first district of Laguna, Philippines. PEOPLE: International Journal of Social Sciences.

[10]. Buenvinida, L. P., Ramos, M. T. S. (2019). Transformational leadership practices of school heads and performance of city schools in the division offirst district of laguna, philippines. PEOPLE: International Journal of Social Sciences,

[11]. Creswell, J. W. & Poth, C. (2018). Qualitative inquiry and research design: Choosing among five approaches (4th ed). Sage.

[12]. Creswell, J. W. (2007). Qualitative Inquiry & Research Design: Choosing Among Five Approaches (2nd ed). Thousand Oaks, CA: Sage.

[13]. Creswell, J. W. (2013). Qualitative Inquiry & Research Design: Choosing Among Five Approaches (2nd ed). Thousand Oaks, CA: SAGE Publications, Inc. (pp.77-83).

[14]. Creswell, J. W., & Plano Clark, V. L. (2011). Designing and conducting mixed methods research. Thousand Oaks, CA: Sage.

[15]. Creswell, J.W. (2013). Qualitative Inquiry & Research Design: Choosing Among the Five Approaches. Thousand Oaks, CA: SAGE Publications, Inc., pp. 77-83.

[16]. Cherry, K. (2023). How Transformational Leadership Can Inspire Others. Retrieved from https://www.verywellmind.com/what-is-transformational-leadership-2795313

[17]. Daiva, Daiva, Jakavonytė-Staškuvienė. (2023). Transformative teacher leadership experiences in schools in creating an innovative educational culture: The case of Lithuania. Cogent Education

[18]. Devault, G. (2019, August 20). Establishing Trustworthiness in Qualitative Research. The Balance Small Business. Retrieved May 10, 2023, from https:///thebalancesmb.com/establishing-trustworthiness-in-qualitative-research-2297042

[19]. Drabenstott, M., Smyth, R. E., Searle, M., Kirkpatrick, L. C., Labonté, C. (2023). School Leaders' Response to Rising Mental Health Concerns: A Collaborative School-Based Social Worker Pilot. The Journal of School Leadership

[20]. Fontein, D. (2022). Your Guide to Transformational Leadership in Education. Retrieved from https://thoughtexchange.com/blog/transformational-leadership-in-education/

[21]. Ghimire, S. (2022). Effective School Leaders in Nepal. BMC journal of scientific research.

[22]. Given, L. M. (2018). The SAGE encyclopedia of qualitative research methods (Vols. 1-0). SAGE Publications. DOI: https://dx-doi-org.tcsedsystem.idm.oclc.org/10.4135/9781412963909

[23]. González, M. J. F., Surikova, S. (2022). School Leaders' Attitudes, Expectations, and Beliefs Starting a Character Education Training in Latvia. Acta Paedagogica Vilnensia.

[24]. Guest, Cvent (2019). Qualitative vs. Quantitative Research Methods. https://www.cvent.com/en/blog/events/qualitative-vs-quantitative-research-methods#:~:text=Qualitative%20research%20discussions%20are%20determined,groups%20of%206%2D8%20respondents.

[25]. Husserl, E., and Merleau-Ponty, M. (2018). Phenomenology. Retrieved from https://plato.stanford.edu/entries/phenomenology/

[26]. James, D., A., Parker., A., Geoffrey, Crane., Laura, M., Wood. (2018). Educational Leaders and Supporting the Mental Health of Students and Staff: Limited Research but Promising Practices in Preparing School Principals.

[27]. Kelly, H. (2023). School Leaders Matter.

[28]. Khan, S. N. (2014). Qualitative Research Method-Phenomenology. *Asian Social Science, 10*(21), 298.

[29]. Khan, Shahid N. (2014) "Qualitative research method-phenomenology." Asian Social Science 10.21: 298.

[30]. Korstjens, I. & Moser, A. (2018). Series: Practical guidance to qualitative research.Part 4: Trustworthiness and publishing. European Journal of General Practice, 24:1,120-124.

[31]. Kumari, K. (2022). Innovative and Best Practices in Teaching, Learning. International Journal of Advanced Research in Science, Communication and Technology, 43-45.

[32]. Ladkin, D., Patrick, C. B. (2022). Whiteness in leadership theorizing: A critical analysis of race in Bass' transformational leadership theory. Leadership.

[33]. Lavrakas, P. J. (2018). Purposive Sample. https://methods.sagepub.com/reference/encyclopedia-of-survey-research-methods/n419.xml

[34]. Locke, E. A., & Latham, G. P. (2013). Goal setting theory: The current state. In New developments in goal setting and task performance (pp. 623-630). Routledge.

[35]. MacLeod, L. (2020). Shaping Professional Development of Educators: The Role of School Leaders.

[36]. Mandot, M. (2023). Impact assessment of innovative learning approaches on education: a critical review. International journal of advanced research.

[37]. Merriam, B.S. (2002). Qualitative research in practice. Examples for discussion and analysis. San Francisco: Jossey Bass

[38]. Miller, P. (2018). School Leadership Is Personal and Internally Motivated. 19-38

[39]. Mishra, L. (2016). Focus Group Discussion in Qualitative Research. *TechnoLearn: An International Journal of Educational Technology, 6*(1), 1-5.

[40]. Mishra, L. (2016). Focus group discussion in qualitative research. TechnoLearn: An International Journal of Educational Technology, 6(1), 1-5.

[41]. Mišianiková, A., Hubeňáková, V., Grohová, V., Sveda, D., Kireš, M. (2022). Support for school leaders and digital coordinators in the field of leadership and personal development. EDULEARN proceedings.

[42]. Mohammed, Alzoraiki., Abd, Rahman, Ahmad., A., Ateeq., Gehad, Mohammed, Ahmed,

[43]. Mundy, J. A. (2018). Shared Voice and Vision: Fostering Professional Communities for Student Success.

[44]. Naji., Qais, AlMaamari., Baligh, Ali, Hasan, Beshr. (2023). Impact of Teachers' Commitment to the Relationship between Transformational Leadership and Sustainable Teaching Performance. Sustainability, 15(5)

[45]. Nightingale, Andrea J. (2020). International Encyclopedia of Human Geography (Second Edition). https://www.sciencedirect.com/topics/socialsciences/triangulation. Retrieved on May 10, 2023.

[46]. Noble, Helen and Heale, Riberta (2019). Triangulation in research, with examples. https://ebn.bmj.com/content/22/3/67. Retrieved on May 11, 2023.

[47]. Nyumba, O., Wilson, T., Derrick, K. C. J., & Mukherjee, N. (2018). The use of focus group discussion methodology: Insights from two decades of application in conservation. Methods in Ecology and evolution, 9(1), 20-32.

[48]. Nyumba, T. O., Wilson, K., Derrick, C. J., & Mukherjee, N. (2018). The Use of Focus Group Discussion Methodology: Insights From Two Decades of Application in Conservation. *Methods in Ecology and Evolution, 9*(1), 20-32.

[49]. O'Neil, J. (2018). Rhetoric, science, and philosophy. *Philosophy of the Social Sciences*, *28*(2), 205-225.

[50]. Ortega, E. M., Palarisan, N. J. B. (2021). Innovative Leadership of Principals in the Implementation of Senior High School Program in Philippines. 48-59.

[51]. Patrik, A., Corte, U. (2019) "What is Qualitative in Qualitative Research." Qualitative Sociology 42

[52]. Patton, Q.M. (2020). Qualitative research and evaluation methods. Retrieved on September 19, 2022.

[53]. Paul, M. (2018). School Leadership Is Personal and Internally Motivated, 19-38.

[54]. Pratap, M., Chauhan. (2022). Innovative Educational Practices in Teaching, Learning and Evaluation. International Journal of Advanced Research in Science, Communication and Technology.

[55]. Rafsanjani, M. A., Prakoso, A. F., Andriansyah, E. H., Wijaya, P. A., Prabowo, E. A. (2023). Examining the Predictors of Innovative Teaching Practices among Indonesian Lecturers. Revista Colombiana de Educación.

[56]. Raman, Y. D. A. (2019). School management and leadership: teamwork in schools.

[57]. Ryabova, V. (2022). Comprehensive support of professional adaptation of young teachers for a successful career start. Focus on language education and research,

[58]. Sahlin, S. (2023). Professional development of school principals – how do experienced school leaders make sense of their professional learning.

[59]. Scotland, J. (2013). Exploring the philosophical underpinnings of research: Relating ontology and epistemology to the methodology and methods of the scientific, interpretive, and critical research paradigms. English Language Teaching, 5(9), pp. 9–16. https://doi.org/10.5539/elt.v5n9p9

[60]. Shenton, K. (2014). Strategies for ensuring trustworthiness in qualitative research projects, Education for Information, 22, 63–75. DOI: 10.3233/EFI-2004-22201

[61]. Shurendra, G. (2022). Effective School Leaders in Nepal. *BMC Journal of Scientific Research*.

[62]. Spielberg, H. (2018). Phenomenology. Retrieved from https://www.britannica.com/topic/phenomenology

[63]. Stanford Encyclopedia of Philosophy (2003). Phenomenology. https://plato.stanford.edu/entries/phenomenology/

[64]. Stutchbury, K., Gallastegi, L., Woodward, C. L., Gaved, M. (2022). School-based Continuing Professional Development: the Role of School Leaders.

[65]. Tanghe, E., Schelfhout, W. (2023). Professionalization Pathways for School Leaders Examined: The Influence of Organizational and Didactic Factors and Their Interplay on Triggering Concrete Actions in School Development. Education Sciences.

[66]. Understanding what makes school leaders effective: the importance of personal development and support (2023).

[67]. Understanding what makes school leaders effective: the importance of personal development and support (2023). doi: 10.1016/b978-0-12-818630-5.05005-3

[68]. University of Texas Arlington Libraries (2021). What is qualitative research? Retrieved from https://libguides.uta.edu/quantitative_and_qualitative_research/qual. Retrieved on May 10, 2023

[69]. University of virginia (2020). Protecting Confidentiality. https://research.virginia.edu/irb-sbs/protecting-confidentiality#:~:text=Care%20should%20be%20taken%20to,of%20research%20on%20sensitive%20topics. Retrieved on May 6, 2023.

[70]. Williams, J., Margherio C., Litzler, E., Doten-Snitker, K., Mohan, S., Andrijcic, E. (2019). Shared Vision for Change in STEM Education: Linking Research to Practice in RED Projects. 1-3.

[71]. Woods, P., Roberts, A. (2018). Collaborative School Leadership: A critical guide.

APPENDICES

➤ *Letters of Permission to Conduct the Study*

Republic of the Philippines
Department of Education
REGION XI
SCHOOLS DIVISION OF THE CITY OF MATI

December 20, 2023

PABLO F. BUSQUIT, PhD, FRIEdr
Dean, Graduate School
Rizal Memorial Colleges, Davao City

Dear Dr. Busquit:

This office received your letter requesting permission for **Ms. Marissa C. Toloy** to gather data in the Schools Division of the City of Mati for her research titled ***"Transforming Challenges to Victories: An Inquiry on Transforming Leadership of School Leaders in the Public Elementary Schools"*** for her Master of Arts in Educational Management at the Rizal Memorial Colleges, Davao City. We are pleased to inform you that your request has been **APPROVED**, subject to the following conditions:

1. The researcher shall properly coordinate with the school head of the participating school to ensure a smooth and efficient data gathering process.
2. The use of DepEd funds in the research is strictly prohibited.
3. The researcher shall ensure that the data gathering process does not disrupt the classes or activities of the respondents or participants.
4. The ethical considerations of the study must be upheld throughout the research process.

Please be reminded that failure to comply with any of the conditions listed above may result in the revocation of this permit.

Upon completion of the research, this office kindly requests the researcher to provide a ***hard copy of the manuscript*** to the Library Hub of the Schools Division of the City of Mati.

Thank you for your interest in conducting research within our division. We wish **Ms. Toloy** success in her academic pursuit.

Truly yours,

DR. WINNIE E. BATOON, CESO V
Schools Division Superintendent

RELEASED
DEC 2 1 2023
2312-441

DepED
MATATAG

📍 Government Center, Brgy Dahican, City of Mati, Davao Oriental
☎ (087) 388-3828
✉ mati.city@deped.gov.ph

THE RIZAL MEMORIAL COLLEGES, INC
GRADUATE SCHOOL
RMC Buildings, Purok 5, Lopez Jaena & F. Torres, Sts,
Barangay 8-A Poblacion District, Davao City

OFFICE OF THE DEAN GRADUATE SCHOOL

DEPED-CITY OF MATI
RECORDS SECTION
RECEIVED
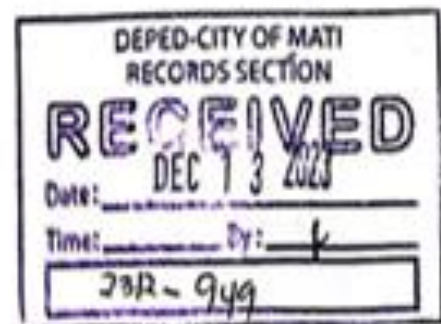Date: DEC 1 3 2023
Time: _____ By: k
28R ~ 9ug

WINNIE E. BATOON, CESO V
Schools Division Superintendent
Division of Mati City

Sir:

This is to respectfully endorse the request for permission of **MS. MARISSA C. TOLOY** a candidate for Master's degree to conduct a study entitled **"TRANSFORMING CHALLENGES TO VICTORIES: AN INQUIRY ON TRANSFORMING LEADERSHIP OF SCHOOL LEADERS IN THE PUBLIC ELEMENTARY SCHOOLS"** in partial fulfillment for the course leading to the degree of Master of Arts in Educational Management (MA-EM).

Ms. Toloy will coordinate with the school heads to avoid disruption of classes endeavor during these pandemic times.

Your support and concern for the educational growth of **Ms. Toloy** is greatly appreciated.

Very truly yours,

PABLO F. BUSQUIT, PhD, FRIEdr
Dean, Graduate School

➢ *Validation Sheet*

THE RIZAL MEMORIAL COLLEGES, INC.

GRADUATE SCHOOL

Lopez-Jaena & Torres Sts. Davao City

Tel. No. 300-71-73

Validation Sheet for Qualitative Design

Name of Researcher: MARISSA C. TOLOY   Degree Enrolled: MAEM

Title of Research: "TRANSFORMING CHALLENGES TO VICTORIES: An Inquiry on Transforming Leadership of School Leaders in the Public Elementary Schools"

Name of Evaluator: MARY JANE R. VICENTE EdD Date Evaluated: ____ Dec. 12,2023

Degree of Evaluator: Doctor of Education   Signature of Evaluator: ____

RATING: Number of YES marks

(⋅) 4 Very Good   ( ) 2 Maybe upgraded if revised

( ) 3 Good   ( ) 1 For revalidation

To the Evaluator: Kindly check the column that fits your evaluation for the item.

Items	4	3	2	1
Ethics				
1. Introduction (purpose, confidentially, duration and way of conduct and closing components (additional comments) are provided.	✓			
2. Informed consent is included.	✓			
Artistry				
3. Script included/built in, so interview can introduce, guide and conclude the interview in a consistent manner.	✓			
4. Questions are appropriate to the study enhancing the possibility of storytelling and narratives.	✓			
Rigor				
5. Questions are open-ended to encourage in depth responses; avoiding close-ended questions which are answered by "Yes" or "No".	✓			
6. Questions are stated in the affirmative manner.	✓			
7. Probing questions are provided.	✓			
8. Questions are logically ordered asking the highest priority first. Opinion questions follow information questions.	✓			
9. Questions are stated in clear and simple terms.	✓			
10. Number of questions can be covered within 60-90 minutes, not exceeding 15 open-ended items (probes excluded) for every research questions, except special cases.	✓			

REMARKS: _Clear instructions are provided to participants, managing potential confusion and ensuring consistent responses._

ACSCU-ACI accredited: Master of Arts in Education Program

THE RIZAL MEMORIAL COLLEGES, INC.

GRADUATE SCHOOL

Lopez-Jaena & Torres Sts. Davao City

Tel. No. 300-71-73

Validation Sheet for Qualitative Design

Name of Researcher: MARISSA C. TOLOY   Degree Enrolled: MAEM

Title of Research: "TRANSFORMING CHALLENGES TO VICTORIES: An Inquiry on Transforming Leadership of School Leaders in the Public Elementary Schools"

Name of Evaluator: MA. EVA D. SIBLOS, EdD   Date Evaluated: Dec. 13, 2023

Degree of Evaluator: Doctor of Education   Signature of Evaluator:

RATING: Number of YES marks

(✓) 4 Very Good   ( ) 2 Maybe upgraded if revised

( ) 3 Good   ( ) 1 For revalidation

To the Evaluator: Kindly check the column that fits your evaluation for the item.

Items	4	3	2	1
Ethics				
1. Introduction (purpose, confidentially, duration and way of conduct and closing components (additional comments) are provided.	✓			
2. Informed consent is included.	✓			
Artistry				
3. Script included/built in, so interview can introduce, guide and conclude the interview in a consistent manner.	✓			
4. Questions are appropriate to the study enhancing the possibility of storytelling and narratives.	✓			
Rigor				
5. Questions are open-ended to encourage in depth responses; avoiding close-ended questions which are answered by "Yes" or "No".	✓			
6. Questions are stated in the affirmative manner.	✓			
7. Probing questions are provided.	✓			
8. Questions are logically ordered asking the highest priority first. Opinion questions follow information questions.	✓			
9. Questions are stated in clear and simple terms.	✓			
10. Number of questions can be covered within 60-90 minutes, not exceeding 15 open-ended items (probes excluded) for every research questions, except special cases.	✓			

REMARKS: The questionnaire items align closely with the research objectives, ensuring relevance and validity.

ACSCU-ACI accredited: Master of Arts in Education Program

THE RIZAL MEMORIAL COLLEGES, INC.

GRADUATE SCHOOL

Lopez-Jaena & Torres Sts. Davao City

Tel. No. 300-71-73

Validation Sheet for Qualitative Design

Name of Researcher: MARISSA C. TOLOY   Degree Enrolled: MAEM

Title of Research: "TRANSFORMING CHALLENGES TO VICTORIES: An Inquiry on Transforming Leadership of School Leaders in the Public Elementary Schools"

Name of Evaluator: TRINIDAD E. COLARTE EdD Date Evaluated: ____ Dec. 12,2023

Degree of Evaluator: Doctor of Education _____ Signature of Evaluator: _____

RATING: Number of YES marks

(✓) 4 Very Good   ( ) 2 Maybe upgraded if revised
( ) 3 Good   ( ) 1 For revalidation

To the Evaluator: Kindly check the column that fits your evaluation for the item.

Items	4	3	2	1
Ethics				
1. Introduction (purpose, confidentially, duration and way of conduct and closing components (additional comments) are provided.	✓			
2. Informed consent is included.	✓			
Artistry				
3. Script included/built in, so interview can introduce, guide and conclude the interview in a consistent manner.	✓			
4. Questions are appropriate to the study enhancing the possibility of storytelling and narratives.	✓			
Rigor				
5. Questions are open-ended to encourage in depth responses; avoiding close-ended questions which are answered by "Yes" or "No".	✓			
6. Questions are stated in the affirmative manner.	✓			
7. Probing questions are provided.	✓			
8. Questions are logically ordered asking the highest priority first. Opinion questions follow information questions.	✓			
9. Questions are stated in clear and simple terms.	✓			
10. Number of questions can be covered within 60-90 minutes, not exceeding 15 open-ended items (probes excluded) for every research questions, except special cases.	✓			

REMARKS: _Questionnaire design remarkable design, ensure that respondents understand item_

ACSCU-ACI accredited: Master of Arts in Education Program

➢ *Informed Consent*

THE RIZAL MEMORIAL COLLEGES, INC.

GRADUATE SCHOOL
Lopez-Jaena & Torres Streets, Davao City
Tel. No. 300-717

Madame/Sir:

Praise be Jesus and Mary!

The researcher is conducting research on **"TRANSFORMING CHALLENGES TO VICTORIES: AN INQUIRY ON TRANSFORMATIONAL LEADERSHIP OF SCHOOL LEADERS IN THE PUBLIC ELEMENTARY SCHOOLS "** as a vital requirement for her to complete her graduate degree in Master of Arts in Educational Management. This would involve interviews with teachers with two or more ancillary services. Your kind help and assistance will be deeply appreciated.

The researcher will conduct the interview personally and therefore guarantees several things to protect your participation and response to this study; to wit:

1. Your identity as respondent will be protected, which means that anonymity and confidentiality will be observed, you will not be identified by name, instead pseudonyms will be used.
2. Interview will be recorded and transcriptions will be brought to you for your confirmation including coding, themes and subsequent interpretations will be turned over for your agreement and confirmation.
3. Only passages in the transcription of the interviews that has relevance on the study will be used in reporting the study.
4. No force of intimidation will be used during the interviews; environment and other factors will be considered to provide safety and convenience for the respondents; in case of conflict of schedule and delay to health and personal reasons, the respondents comfort is of prime consideration.
5. The researcher is obliged by research protocol; to observe other guidelines in promoting respondents' safety, protection of rights and humanitarian considerations.

These guidelines will be thoroughly observed by the researcher, and respondents are given the chance to agree to these conditions before joining the study. Respondents are asked to affix their signature as evidence of their agreement. This document, when appended in the final manuscript as part of the appendices, will appear with names of the respondents stricken out to ensure anonymity.

Truly yours,

MARISSA L. TOLOY
Researcher

Signature of Respondent

_____

THE RIZAL MEMORIAL COLLEGES, INC.

GRADUATE SCHOOL
Lopez-Jaena & Torres Streets, Davao City
Tel. No. 300-717

Madame/Sir:

Praise be Jesus and Mary!

The researcher is conducting research on **"TRANSFORMING CHALLENGES TO VICTORIES: AN INQUIRY ON TRANSFORMATIONAL LEADERSHIP OF SCHOOL LEADERS IN THE PUBLIC ELEMENTARY SCHOOLS "** as a vital requirement for her to complete her graduate degree in Master of Arts in Educational Management. This would involve interviews with teachers with two or more ancillary services. Your kind help and assistance will be deeply appreciated.

The researcher will conduct the interview personally and therefore guarantees several things to protect your participation and response to this study; to wit:

1. Your identity as respondent will be protected, which means that anonymity and confidentiality will be observed, you will not be identified by name, instead pseudonyms will be used.
2. Interview will be recorded and transcriptions will be brought to you for your confirmation including coding, themes and subsequent interpretations will be turned over for your agreement and confirmation.
3. Only passages in the transcription of the interviews that has relevance on the study will be used in reporting the study.
4. No force of intimidation will be used during the interviews; environment and other factors will be considered to provide safety and convenience for the respondents; in case of conflict of schedule and delay to health and personal reasons, the respondents comfort is of prime consideration.
5. The researcher is obliged by research protocol; to observe other guidelines in promoting respondents' safety, protection of rights and humanitarian considerations.

These guidelines will be thoroughly observed by the researcher, and respondents are given the chance to agree to these conditions before joining the study. Respondents are asked to affix their signature as evidence of their agreement. This document, when appended in the final manuscript as part of the appendices, will appear with names of the respondents stricken out to ensure anonymity.

Truly yours,

MARISSA C. TOLOY
Researcher

Signature of Respondent

THE RIZAL MEMORIAL COLLEGES, INC.

GRADUATE SCHOOL
Lopez-Jaena & Torres Streets, Davao City
Tel. No. 300-717

Madame/Sir:

Praise be Jesus and Mary!

The researcher is conducting research on **"TRANSFORMING CHALLENGES TO VICTORIES: AN INQUIRY ON TRANSFORMATIONAL LEADERSHIP OF SCHOOL LEADERS IN THE PUBLIC ELEMENTARY SCHOOLS "** as a vital requirement for her to complete her graduate degree in Master of Arts in Educational Management. This would involve interviews with teachers with two or more ancillary services. Your kind help and assistance will be deeply appreciated.

The researcher will conduct the interview personally and therefore guarantees several things to protect your participation and response to this study; to wit:

1. Your identity as respondent will be protected, which means that anonymity and confidentiality will be observed, you will not be identified by name, instead pseudonyms will be used.
2. Interview will be recorded and transcriptions will be brought to you for your confirmation including coding, themes and subsequent interpretations will be turned over for your agreement and confirmation.
3. Only passages in the transcription of the interviews that has relevance on the study will be used in reporting the study.
4. No force of intimidation will be used during the interviews; environment and other factors will be considered to provide safety and convenience for the respondents; in case of conflict of schedule and delay to health and personal reasons, the respondents comfort is of prime consideration.
5. The researcher is obliged by research protocol; to observe other guidelines in promoting respondents' safety, protection of rights and humanitarian considerations.

These guidelines will be thoroughly observed by the researcher, and respondents are given the chance to agree to these conditions before joining the study. Respondents are asked to affix their signature as evidence of their agreement. This document, when appended in the final manuscript as part of the appendices, will appear with names of the respondents stricken out to ensure anonymity.

Truly yours,

MARISSA C. TOLOY
Researcher

Signature of Respondent

_____

THE RIZAL MEMORIAL COLLEGES, INC.

GRADUATE SCHOOL
Lopez-Jaena & Torres Streets, Davao City
Tel. No. 300-717

Madame/Sir:

Praise be Jesus and Mary!

The researcher is conducting research on **"TRANSFORMING CHALLENGES TO VICTORIES: AN INQUIRY ON TRANSFORMATIONAL LEADERSHIP OF SCHOOL LEADERS IN THE PUBLIC ELEMENTARY SCHOOLS "** as a vital requirement for her to complete her graduate degree in Master of Arts in Educational Management. This would involve interviews with teachers with two or more ancillary services. Your kind help and assistance will be deeply appreciated.

The researcher will conduct the interview personally and therefore guarantees several things to protect your participation and response to this study; to wit:
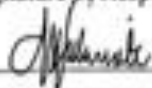
1. Your identity as respondent will be protected, which means that anonymity and confidentiality will be observed, you will not be identified by name, instead pseudonyms will be used.

2. Interview will be recorded and transcriptions will be brought to you for your confirmation including coding, themes and subsequent interpretations will be turned over for your agreement and confirmation.

3. Only passages in the transcription of the interviews that has relevance on the study will be used in reporting the study.

4. No force of intimidation will be used during the interviews; environment and other factors will be considered to provide safety and convenience for the respondents; in case of conflict of schedule and delay to health and personal reasons, the respondents comfort is of prime consideration.

5. The researcher is obliged by research protocol; to observe other guidelines in promoting respondents' safety, protection of rights and humanitarian considerations.

These guidelines will be thoroughly observed by the researcher, and respondents are given the chance to agree to these conditions before joining the study. Respondents are asked to affix their signature as evidence of their agreement. This document, when appended in the final manuscript as part of the appendices, will appear with names of the respondents stricken out to ensure anonymity.

Truly yours,

MARISSA C. TOLOY
Researcher

Signature of Respondent

THE RIZAL MEMORIAL COLLEGES, INC.

GRADUATE SCHOOL

Lopez-Jaena & Torres Streets, Davao City

Tel. No. 300-717

Madame/Sir:

Praise be Jesus and Mary!

The researcher is conducting research on **"TRANSFORMING CHALLENGES TO VICTORIES: AN INQUIRY ON TRANSFORMATIONAL LEADERSHIP OF SCHOOL LEADERS IN THE PUBLIC ELEMENTARY SCHOOLS "** as a vital requirement for her to complete her graduate degree in Master of Arts in Educational Management. This would involve interviews with teachers with two or more ancillary services. Your kind help and assistance will be deeply appreciated.

The researcher will conduct the interview personally and therefore guarantees several things to protect your participation and response to this study; to wit:

1. Your identity as respondent will be protected, which means that anonymity and confidentiality will be observed, you will not be identified by name, instead pseudonyms will be used.
2. Interview will be recorded and transcriptions will be brought to you for your confirmation including coding, themes and subsequent interpretations will be turned over for your agreement and confirmation.
3. Only passages in the transcription of the interviews that has relevance on the study will be used in reporting the study.
4. No force of intimidation will be used during the interviews; environment and other factors will be considered to provide safety and convenience for the respondents; in case of conflict of schedule and delay to health and personal reasons, the respondents comfort is of prime consideration.
5. The researcher is obliged by research protocol; to observe other guidelines in promoting respondents' safety, protection of rights and humanitarian considerations.

These guidelines will be thoroughly observed by the researcher, and respondents are given the chance to agree to these conditions before joining the study. Respondents are asked to affix their signature as evidence of their agreement. This document, when appended in the final manuscript as part of the appendices, will appear with names of the respondents stricken out to ensure anonymity.

Truly yours,

MARISSA C. TOLOY
Researcher

Signature of Respondent

THE RIZAL MEMORIAL COLLEGES, INC
GRADUATE SCHOOL
RMC Buildings, Purok 5, Lopez Jaena & F. Torres, Sts,
Barangay 8-A Poblacion District, Davao City

OFFICE OF THE DEAN GRADUATE SCHOOL

DEPED-CITY OF MATI
RECORDS SECTION
RECEIVED
Date: DEC 1 3
Time: _____ By: _____
28R - 9yy

WINNIE E. BATOON, CESO V
Schools Division Superintendent
Division of Mati City

Sir:

This is to respectfully endorse the request for permission of **MS. MARISSA C. TOLOY** a candidate for Master's degree to conduct a study entitled **"TRANSFORMING CHALLENGES TO VICTORIES: AN INQUIRY ON TRANSFORMING LEADERSHIP OF SCHOOL LEADERS IN THE PUBLIC ELEMENTARY SCHOOLS"** in partial fulfillment for the course leading to the degree of Master of Arts in Educational Management (MA-EM).

Ms. Toloy will coordinate with the school heads to avoid disruption of classes endeavor during these pandemic times.

Your support and concern for the educational growth of **Ms. Toloy** is greatly appreciated.

Very truly yours,

PABLO F. BUSQUIT, PhD, FRIEdr
Dean, Graduate School

➢ *Interview Guide*

Interview Guide

Objective	Guide Questions	Probing Questions
1. What are the lived experiences of transformational school leaders in the public elementary school?	What were the key actions or strategies you implemented, and how did these contribute to positive changes in the school's culture, teaching practices, or student outcomes? How did you engage with the school community, teachers, and stakeholders to foster a sense of shared vision and commitment during challenging times?	1.1.1 How did these collaborative efforts contribute to a positive and supportive school culture? 1.12. How do high expectations set by the leader contribute to a culture of continuous improvement within the school? 1.1.3 share specific examples of how this encouragement influenced your approach to teaching and contributed to a more dynamic and engaging learning environment for students? 1.1.4 Share a lived experience related to professional development under the leadership of the school principal. 1.1.5 recall a situation where you received individualized support tailored to your professional growth and needs? 1.1.6 share experiences where the leader fostered teamwork and collaboration among teachers? 1.1.7 How does the emphasis on emotional well-being impact the overall well-being of teachers and staff?

Objective	Guide Questions	Probing Questions
What are the coping mechanisms transformational school leaders in the public elementary school?	1. What coping mechanisms or strategies did you employ to manage these challenges while continuing to lead the school effectively? 2. How did you cope with the emotional and practical challenges associated with leading transformation, and what strategies did you use to maintain a positive and motivated school culture during these periods?	1.1.1 how do you navigate these challenges and ensure that a shared vision is maintained? 1.12. in times of staff fatigue or low motivation, how do you re-energize and motivate your team while maintaining high expectations? 1.1.3 how do you address concerns and encourage teachers to embrace new approaches? 1.1.4 how do you handle situations where individualized support is required? 1.1.5 how do you foster collaboration and team building? 1.1.6 how do you ensure that teachers receive meaningful and impactful learning experiences in providing continuous professional development opportunities? 1.1.7 how do you provide support and foster a positive school culture affecting the emotional well-being of teachers?

Objective	Guide Questions	Probing Questions
What educational insight can be drawn from teachers on transformational school leaders in the public elementary school	How did these experiences influence your teaching practices, collaboration with colleagues, or the overall school culture? How were the leader's actions or communication played a role in fostering a positive and supportive environment, contributing to your ability to navigate changes or overcome obstacles?	1.1.1 how has the clarity and alignment around the school's vision impacted your teaching practices? 1.12. how does the school leader's motivational style influence your commitment and enthusiasm for teaching? 1.1.3 how the school leader's support for innovation has influenced yor approach to teaching? 1.1.4 how has the school leader provided individualized support for your professional growth and needs? 1.1.5 how has the school leader fostered teamwork and collaboration? 1.1.6 how have these experiences enhanced your teaching skills and knowledge? 1.1.7 how does the school leader address and support the well-being of teachers?

➢ *Transcription of Interviews*

Respondent 1

Objective	
What are the lived experiences of transformational school leaders in the public elementary school?	**Setting the mission ,vision and goals** **Creating an environment within the school** **Implementing monitoring and discussing** **Developing the school program** **Offering educational programs and projects** **Introducing new and innovative modes.** **Administering and managing all personnel.**
What are the coping mechanisms transformational school leaders in the public elementary school?	**Play a supervisory and supportive role** **Form a team with the teachers for delivery of quality educational programs.** **Form an instructional leader and administrative manager** **Focusing on instruction in their interactions with teachers** **Promoting collaboration and professional learning among teachers and others.** **Building a productive school climate and managing personnel well.** **The three most important roles of a leader are motivator, communicator and unite.**
What educational insight can be drawn from teachers on transformational school leaders in the public elementary school?	**Create a clear vision for the future and make it a reality** **Inspiring the teachers to work toward a common goal.** **Create Synergy between management and employees** **Create opportunities for teachers and see the new strategies in action.** **Approach others for ideas and integrate their suggestions** **Positively impacting employees well-being and organization's success** **By being consistent, ensuring teachers are** **involved in a collaborative environment.**
What are the coping mechanisms of public elementary school teachers on the provision of coaching and mentoring?	**It involves listening actively, showing empathy and asking open –ended questions and acknowledging their achievements and challenges.** **Provide emotional support and instructional and organizational guidance.** **Commit a positive attitude** **It can help employees develop their carreers, improve their overall productivity and leadership skills.** **Cooperate or join forces with other people working on a project or brainstorming ideas.** **It is through examining your own assumptions beliefs or feelings and actions.** **Show your enthusiasm for the work so that they will be inspired and support them all the way with your technical assistance.**
What educational insights can be drawn from the experiences of public elementary teachers in the provision of coaching and mentoring?	**An individual can learn more about themselves, find out how they perceived by others.** **The ability to provide direct and honest feedback in an empathic way .** **Promote a two- way communication between an employee and leader in order to identify areas improvement** **Conduct fast training record , performance observation , portfolio, product and learner work example.** **Encourage open communication among teachers, set team goals and establish roles and responsibilities among mentees** **Let them think and analyze their past experiences and actions in order to help themselves improve and develop** **By providing them clear goals and objectives, giving constructive feedbacks, recognizing achievements and creating a positive and supportive environment.**

Respondent 2

Objective	
What are the lived experiences of transformational school leaders in the public elementary school?	**When there is collaborative effort, where individuals work together towards common objectives, it will increase trust and camaraderie, creating a supportive environment where everyone feels valued and motivated.** **When leaders communicate and uphold ambitious standards it inspires a collective commitment to excellence. This fosters mindset of continuous learning and improvement. As a result the school become more adaptive and strive for on going enhancement.** **Praising learners whose reading ability improves can boost their confidence to strive for excellence. Praising teachers for the punctual submission of required reports makes the whole faculty adaptive to it.** **Teachers who attend workshops, collaborate on new teaching methods and engage in on going learning influences educators positively, they will feel empowered and valued.** **During the time that I received TA,I felt honored and inspired to apply what I've learned.** **Our school fosters teamwork and collaboration in achieving certain task and we were able to perform it at our best.** **Teachers work well in a warm and welcoming environment. School heads serve as driving force of this ambiance.**
What are the coping mechanisms transformational school leaders in the public elementary school?	**Being transparent as everyone in the school joins the School head in navigating challenges and achieve commendable outcomes together.** **Create a wholesome environment where the staff may feel a compassionate leader. Engage into a worth it activities during the moral recovery program.** **Address concern constructively, and be Proactive in achieving the goals** **Let everyone in the school be aware of their** **functions, define their tasks-clearer vision of the** **defined goals.** **Involve everyone in the activity . They must be aware of their upcoming tasks.** **When teachers teaches what he gained, he has definitely obtains learning experiences during the training and seminars.** **Always encourage the teachers to get involved in any DepEd Programs and consistently support their instructional materials through school MOOE, IGP and School Canteen funds.**
What educational insight can be drawn from teachers on transformational school leaders in the public elementary school	**It gives us clear idea on how are we going to develop the knowledge and skills of the learners that is suited to the DepEd learning program.** **Our school leader shared vision, planning, coaching and supporting and empowering teachers are only few of the motivational style we experience in our school. It is an essential part of our work to be ruled by a leader who supports and provide us with healthy environment and a leader who listens so that the voice of the teachers can be heard as well. This leads to having a responsible and committed teachers who are open for advice, willing to work beyond the call of their duty and happy to be part of the institution.** **The challenges that we face in improving teaching require true innovation. The leaders support for**
	Considering the insufficient resources we had, teachers extract all the possible ways on how to improve the quality of education. We reached out to our community , for we believed that they are our partner institution. **Stress and pressure are common and normal in the workplace. Taking time to manage your stress is essential , setting aside priorities and focusing what is important is the key for this challenges.** **Coaching and mentoring contributes the teachers holistic development. This will ensure that the quality based education is being provided to students with collaboration and contribution of the school head, teachers and community as a whole.** **Collaboration in a workplace involves teachers sharing their ideas and skills in order to achieve common goal, working collaboratively instead** **I prioritize reflective practices to foster ongoing teacher development. I schedule regular reflective meetings, offer mentorship and coaching programs pairing experienced teachers with newer ones and emphasize a growth mindset , encouraging a positive approach to reflection.** **When feeling unmotivated, I engage in coaching and mentoring to reignite my passion for teaching . Seeking advice from mentors helps overcome obstacles, providing valuable insights and techniques to improve my leadership style. Mentorship connections offer opportunities for constructive criticism , reigniting my enthusiasm for education.**

	innovation **The school leader provides with a clear plan that should be accomplished for the year round. He assigns and encourages everyone to attend seminars and other professional growth.** **A leader see to it that teachers are open to suggestions and let us collaborate with co teachers. School head or school leader allows feedback and assessment of the collaborative work of teachers.** **The experiences that we acquired from teaching and learning process will be our foundation for better learning of the students and to provide quality base education.** **Our leader makes sure that teachers are well taken care of. We have this school based team building activity and wellness program that ensures well-being**
What are the coping mechanisms of public elementary school teachers on the provision of coaching and mentoring?	**Coaching and mentoring enable us to improve our teaching strategies and teaching styles to address student's needs.**
What educational insights can be drawn from the experiences of public elementary teachers in the provision of coaching and mentoring?	**Coaching is best effective especially if done formally through LAC session , during post conference, giving technical assistance regarding content. In this manner mentee, may learn and knows how to apply what is being learnt.** **As a head of the school with limited resources, I make innovative use of what is available to improve mentoring's efficacy. To create a collaborative learning community , for example, I set up a mentorship training where teachers with different abilities and experiences mentor one another. Furthermore, I modify pre-existing professional development resources to fulfill certain mentoring requirements without requiring a significant increase in resources.** **I mitigate work pressure for mentees through open communication , goal setting and prioritization In order to create a helpful environment in our coaching relationship , I support time management , techniques , provide resources , and place a high priority on well-being.** **I evaluate and assist my mentees' teaching competence through regular class observation , constructive criticism , and collaborative goal setting. When I conduct classroom observations focusing instructional methods, student engagement, and assessment strategies. Specific recommendations and areas for development are provided during feedback sessions.** **I encourage collaboration among the teachers I supervise by setting up formal discussion where they may exchange knowledge and perspectives. An effective example of a coaching-led cooperation where teachers worked together to develop lesson plans . Teachers shared materials and ideas, which not only enhanced instruction but also strengthened the school community.** **As a school head , I promote reflective practices among teachers I mentor by modelling reflective behavior and celebrating successes, I aim to create a culture where self- reflection is a valued and integral part of professional growth.** **I enhance mentee motivation by assisting them in creating personalized goals and maintaining regular check- ins to acknowledge their achievements . Consistent motivation is fostered through tailored professional development and constructive feedback. Cultivating a positive collaborative and promoting long-term career planning contribute to sustaining motivation.**

Participant 3

What are the lived experiences of transformational school leaders in the public elementary school?	Collaborative efforts of all stake holders contribute to a positive and supportive school culture so it could be productive results among stakeholders. High expectations set by a good leader contribute to a culture of continuous improvement with in the school through firm leadership of the school head. My examples were all my teachers doing their best to produce quality learners. By encouraging all teachers to attend trainings and seminars or enroll in masteral degree. It was during the pandemic time when I'm alone in the school that all my teachers was with me though online communication. In crafting the 3 years School Improvement Plan when all teachers must be a part of it. Emotional well-being of everyone greatly influences the overall well-being of the teachers and positively it produce a harmonious relationship.
What are the coping mechanisms transformational school leaders in the public elementary school?	Being a model and be adaptable to any innovation. Have an activity that focuses on their mental break. By coaching and positively experience in adapting changes. By motivating every individual to do the best always for the good of all. By giving rewards to those performing individual. Through empowering them and giving task to perform. By soliciting ideas/suggestions towards teachers for the benefits of all learners.
What educational insight can be drawn from teachers on transformational school leaders in the public elementary school	It encourages and add more knowledge to my present work. Through good modelling and doing what is being told. By giving both moral and financial support to teachers need. Have monthly dialogue among teachers /sharing good ideas /feedback By giving individual an equal chance to share their knowledge. Through soliciting ideas and can gain more knowledge. By creating an activity which enhance their mental health.
What are the coping mechanisms of public elementary school teachers on the provision of coaching and mentoring?	By time management Using all the resources in a right and fruitful way. Teachers should engage in a workshop for stress management. It adds more knowledge on how to handle those things. Be adaptable to the individual needs among the group. Find ways and means that teaches themselves discover their weaknesses. Have team building to create mental break
What educational insights can be drawn from the experiences of public elementary teachers in the provision of coaching and mentoring?	During pandemic time all my teachers engage in online webinar/seminar to face the new normal. *Majority of my teachers were became a facilitator to different seminar workshop in face to face. *I'm doing it to my teacher in a friendly manner. *Knowing their strength and weaknesses and design a training to cater their needs. *By encouraging and solicit some ideas and everyone has an equal chance to give suggestions. *By showing them positive outcome and their practices. *Through giving constructive criticism in a friendly manner.

Participant 4

Objective	
What are the lived experiences of transformational school leaders in the public elementary school?	**Collaborative efforts contribute to a positive and supportive school culture by fostering a sense of community, promoting open communication, building strong teams, encouraging mutual support, distributing responsibility, stimulating innovation, increasing engagement, providing positive role modeling, developing conflict resolution skills, and celebrating shared successes.** **Setting high expectations as a leader motivates individuals, fosters a sense of accountability, and promotes regular reflection, all of which contribute to a culture of continuous improvement within the school.** **Recognizing the diversity of student abilities, a teacher influenced by high expectations might adopt a differentiated instruction approach. This involves tailoring lessons to meet individual learning needs, providing additional challenges for advanced learners, and offering support for those who may need extra assistance. This approach ensures that all students are appropriately challenged and engaged in the learning process.** **Under the leadership of the principal, the school organized targeted professional development workshops aligned with the specific goals and priorities outlined in the school improvement plan. For instance, recognizing a need to enhance technology integration in the curriculum, the principal arranged workshops led by experts in educational technology. This experience not only improved my skills but also demonstrated the principal's commitment to addressing identified areas for growth through strategic professional development initiatives.** **An educator expresses a desire to improve their classroom management skills. The school principal, instead of implementing a one-size-fits-all approach to professional development, arranges for a seasoned instructional coach to work closely with the teacher. The coach conducts regular classroom observations, provides constructive feedback, and collaborates with the teacher to develop personalized strategies for improving classroom management** **As a school leader, I recognized the importance of creating a culture of collaboration among teachers. I initiated the formation of Collaborative Learning within the school. These Collaborative Learning consisted of small groups of teachers who shared common grade levels, subjects, or instructional interests.** **Teachers and staff who feel supported in their emotional well-being are more likely to experience higher job satisfaction. A positive work environment that values and addresses the emotional needs of educators can contribute to a greater sense of fulfillment in their roles.**
What are the coping mechanisms transformational school leaders in the public elementary school?	**Successfully navigating challenges and maintaining a shared vision involves a combination of open communication, collaborative problem-solving, flexibility, leadership guidance, continuous evaluation, team building, professional development, and the celebration of successes. It's an ongoing process that requires adaptability and a commitment to the overarching vision and goals.** **Acknowledge and celebrate the hard work and achievements of the team. Publicly recognize individual and collective efforts, expressing gratitude for their dedication. Feeling valued and appreciated can rekindle motivation and provide a morale boost.** **Actively listen to teachers' concerns without judgment. Acknowledge their perspectives and validate their experiences. This demonstrates respect for their opinions and fosters a sense of trust and openness. Provide comprehensive professional development and training opportunities related to the new approaches. Offer workshops, seminars, and resources that equip teachers with the knowledge and skills needed to implement the changes successfully.** **Handling situations where individualized support is required involves a thoughtful and tailored approach to address the specific needs of each individual. Here are key steps to consider: Assessment of needs, open communication , goal setting and tailored professional development.** **Set the tone for collaboration by establishing a culture that values teamwork. Communicate the importance of collaboration as a shared responsibility and integral part of achieving organizational goals. Encourage an open-door policy and promote the idea that everyone's input is valuable.** **Ensure that professional development activities are directly relevant to teachers' daily classroom practices. Link the learning experiences to real-world scenarios, instructional**

	strategies, and assessment methods. The more applicable the content, the more likely teachers are to implement what they learn. Fostering a positive school culture and supporting the emotional well-being of teachers are essential for creating a healthy and productive educational environment. Encourage a culture of peer support and collaboration. Facilitate opportunities for teachers to work together, share ideas, and support each other.
What educational insight can be drawn from teachers on transformational school leaders in the public elementary school?	The school's vision influences the classroom culture and values promoted by the teacher. If the school places a strong emphasis on inclusivity and collaboration, a teacher might structure their classroom to be inclusive, encourage teamwork, and implement teaching practices that reflect these values. As a teacher, the school leader's motivational style can significantly impact your commitment and enthusiasm for teaching. A positive and motivational leadership style contributes to a thriving educational environment and encourages teachers to bring their best selves to their teaching roles. The school leader assigns experienced mentors or coaches to work with each teacher based on their specific needs. The mentor provides one-on-one guidance, observes classroom practices, and offers constructive feedback. This individualized support helps the teacher address specific challenges, refine teaching techniques, and navigate their professional growth in a way that aligns with their unique needs. The school leader reinforces a culture of teamwork by recognizing and celebrating collaborative efforts. Publicly acknowledging successful collaborations, whether through staff meetings, newsletters, or awards, highlights the importance of working together. Recognizing the collective achievements of teams reinforces the value of collaboration and inspires others to engage in similar efforts. Learning from an experienced mentor or receiving targeted support has allowed me to address specific challenges, refine my teaching practices, and navigate my career path with a deeper understanding of my strengths and areas for development. Support teachers' professional growth and career development. Create opportunities for advancement, offer mentorship programs, and provide pathways for leadership roles. A sense of professional fulfillment contributes to overall well-being.
What are the coping mechanisms of public elementary school teachers on the provision of coaching and mentoring?	I Actively reflect on the feedback received through coaching and mentoring experiences. Used feedback as a tool for self-assessment and growth. Consider how I can apply insights gained from coaching sessions to refine my teaching practices. To maximize the impact of coaching and mentoring on teaching practices, I employ various strategies that leverage available resources effectively. Take advantage of resources available within the school, such as professional development programs, workshops, and learning materials. Collaborate with instructional coaches, teacher leaders, and other educators who can provide valuable insights and support. I Set clear boundaries between work and personal life. Define specific times for work-related activities and designate periods for relaxation and personal pursuits. Establishing boundaries helps prevent burnout and contributes to a healthier work-life balance. Effective coaching and mentoring relationships not only focus on instructional strategies but also provide emotional support and encouragement. Teachers face various challenges in the classroom, and having a mentor or coach who understands these challenges can positively impact their confidence. Building a supportive environment in collaborative efforts requires open communication and active listening. Create a space where ideas, concerns, and feedback can be freely exchanged. Actively listen to the perspectives of mentors, colleagues, or other educators, valuing their input. Schedule structured self-reflection sessions as part of my teaching routine. Designate specific times, such as the end of the week or a grading period, to reflect on your teaching experiences. Ask yourself questions that prompt critical thinking about your instructional methods, student engagement, and overall classroom dynamics. In the context of coaching or mentoring, use these structured self-reflection sessions to prepare for discussions with your mentor or coach. As a school head I will engage in meaningful conversations with my teachers during moments of low motivation or professional fatigue. Share your feelings and concerns openly, allowing your mentor to provide guidance, encouragement, and a fresh perspective. Share insights based on their own experiences, helping you navigate challenges and reignite your passion for teaching.

What educational insights can be drawn from the experiences of public elementary teachers in the provision of coaching and mentoring?	A mentee expresses a desire to enhance student engagement in their classroom. Through coaching sessions, the mentor collaboratively explores various innovative teaching strategies tailored to the mentee's teaching style and subject matter. The mentor provides resources, models effective implementation, and offers constructive feedback based on classroom observations. As a result, the mentee successfully integrates new and engaging instructional methods, leading to increased student participation and improved learning outcomes.
	As a Mentor I encourage peer learning and collaboration among my teachers. By fostering a community of educators who share resources, ideas, and best practices, mentors can leverage the collective expertise of the group. This collaborative approach allows mentees to support each other, share insights, and collectively problem-solve, creating a resource-sharing network that goes beyond the limitations of individual mentor-mentee relationships.
	Mitigating work pressure for mentees within the coaching relationship involves understanding their challenges, providing support, and promoting strategies for stress management.
	As a coaching model, I can provide advice on how coaches can address and mitigate work pressure for their mentees within the coaching relationship. Create a safe and non-judgmental space where they feel comfortable discussing their concerns.
	Assessing and supporting the teaching competence of mentees involves a comprehensive and collaborative approach, Begin by conducting an initial assessment of the mentee's teaching competence. This may involve reviewing lesson plans, observing classroom instruction, and discussing the mentee's goals and aspirations
	Encouraging reflective practices in the teachers I mentor involves creating a supportive and structured environment that fosters self-awareness and continuous improvement.
	Addressing and enhancing the motivation of mentees through coaching involves understanding their individual needs, providing support, and fostering a positive and empowering coaching relationship.

Participant 5

Objective	
What are the lived experiences of transformational school leaders in the public elementary school?	Collaborative efforts are not only beneficial for learners but also for teachers, staff, and school head. It contributes to a positive and supportive school climate that enhances the overall learning and working experience for everyone involved. High expectations set by leaders serve as a catalyst for continuous improvement by fostering a culture of excellence, accountability, and a commitment to ongoing learning and growth within the school community. Encouragement and high expectations can shape teaching approach to create a more dynamic, engaging, and supportive learning environment for students. The professional development opportunities and supportive leadership provided by my previous school heads have enhanced my skills in teaching. It has also positively influenced the overall learning experience for learners. I received an individualized support during clinical supervision where I was given technical assistance by my school head to improve my teaching competence and skills. The principal facilitates a culture of resource sharing. Teachers are encouraged to share their best practices, materials, and effective teaching strategies with their colleagues. This open exchange of resources not only saves time but also enhances the overall quality of instruction. The emphasis on emotional well-being for teachers and staff is integral to creating a healthy, supportive, and positive school environment.
What are the coping mechanisms transformational school leaders in the public elementary school?	Challenges are navigated and ensured that a shared vision is maintained by modeling the behaviors and attitudes aligned with the shared vision and consistently demonstrating commitment, enthusiasm, and a strong work ethic, inspiring others to do the same. To energize teachers in times of low motivation provide them professional development opportunities, and also recognize and appreciate their efforts to boost their moral. Provide readily available resources that support the implementation of new approaches. Conduct assessments or surveys to understand the specific needs of each teacher. To foster collaboration and team building among teachers, I conduct regular meetings and encourage open communication. To ensure meaningful and impactful professional development for teachers, provide INSET and LAC sessions that suit to their needs and interests,. Encourage open communication, provide resources for stress management, and cultivate a collaborative atmosphere where teachers feel valued and supported.
What educational insight can be drawn from teachers on transformational school leaders in the public elementary school?	Our school's vision provides a clear direction and purpose in my teaching. The school leader's motivational style significantly influences the commitment and enthusiasm for teaching. The school leader's support for innovation has influenced my approach to teaching by encouraging creativity and experimentation. Knowing there is room for innovative practices promotes a dynamic classroom environment, allowing me to explore new teaching methods and incorporate technology to enhance student learning. Establishing mentorship or coaching programs can be beneficial. School leaders can match individuals with experienced mentors who can provide guidance, support, and share their expertise. School leaders lead by example, demonstrating collaboration in their own interactions and decision-making processes. This sets a positive tone for the entire school community. By engaging in continuous learning, receiving individualized support, collaborating with colleagues, and fostering a positive work environment, teachers can enhance their skills, knowledge, and overall effectiveness in the classroom. School leaders can support teachers by allowing flexibility in teaching approaches and methods. This helps teachers adapt to the diverse needs of their students and fosters a sense of autonomy in their professional roles.
What are the coping mechanisms of public elementary school teachers on the provision of coaching and mentoring?	Use mentoring and coaching sessions for collaborative problem-solving. Discuss real-world challenges you encounter and work together to identify effective solutions. Work with your mentor or coach to set actionable and measurable goals. Break down larger objectives into smaller, achievable steps, making it easier to track progress and celebrate successes. I prioritize self-care to maintain physical and mental well-being. Ensure that I get adequate sleep, exercise regularly, and engage in activities that bring me joy and relaxation. Taking care of myself is crucial for managing stress.

	Coaching and mentoring experiences contribute to an educator's sense of teaching competence by providing personalized feedback, fostering continuous improvement, developing problem-solving skills, increasing confidence, and facilitating the adoption of best practices. Regular reflection, a common aspect of coaching and mentoring, encourages educators to critically assess their teaching practices. This reflective process contributes to a deeper understanding of pedagogy, instructional choices, and the impact on student learning, fostering a sense of teaching competence. I allocate dedicated time in my schedule for reflection. This could be a specific period at the end of the day or week when I deliberately set aside time to reflect on my teaching experiences. I Collaborate with my mentor or coach to explore innovative teaching approaches. Experimenting with new methods or technologies can bring excitement back into my teaching and engage both you and your students.
What educational insights can be drawn from the experiences of public elementary teachers in the provision of coaching and mentoring?	A mentor may observe a mentee struggling with classroom management issues. Through coaching sessions, the mentor provides guidance on effective classroom management strategies, such as proactive behavior management techniques, establishing clear expectations, and fostering a positive learning environment. Take advantage of free or low-cost professional development webinars and workshops. Many organizations offer online events that provide valuable insights and resources. Mentors can guide mentees in identifying and attending relevant sessions. Provide guidance on effective time management strategies. Help your mentee identify priorities, set deadlines, and allocate time efficiently. Offer constructive and specific feedback following observations. Highlight strengths and areas for improvement, linking feedback to established teaching competencies. Encourage teachers to lead workshops or webinars on topics of expertise. This allows educators to share their knowledge with colleagues and contributes to a culture of continuous learning within the school. Demonstrate reflective practices in your own teaching and professional activities. When mentees see you actively engaging in reflection, it sets an example and reinforces the importance of this practice. Remind mentees of the profound impact they have on students' lives. Connecting the meaningfulness of their work to the lives of their students can reignite motivation and a sense of purpose.