EXPLORING TRANSFORMATIONAL LEADERSHIP PRACTICES AMONG SCHOOL LEADERS IN KOREAN SCHOOLS

ABSTRACT

This study explored transformational leadership practices among school leaders in Korean Schools specifically in Baguio City, Philippines. Utilizing a combined-method approach, the respondent pool consisted of 20 school heads and 108 teachers from three Korean schools in Baguio City and La Trinidad, carefully selected through purposive sampling. The data collection process encompassed dual sets of questionnaires and interviews tailored for both school heads and teachers. The gathered data was processed using frequency counts and percentages, weighted mean, F-test, and Pearson correlation which formed the basis for the discussion and interpretation of data in the results and discussion section of the paper. Findings revealed consistent engagement in highly practiced transformational behaviors, with a notable emphasis on clear communication, continuous support, coaching, and mentorship. Education level and tenure of service emerged as key factors, indicating a significant effect on leadership practices and their impact on teachers. However, challenges such as resource constraints pose hurdles that need addressing. Recommendations include recognition programs for academic accomplishments, fostering intergenerational collaboration, and implementing personalized coaching and mentorship initiatives to enhance leadership effectiveness. Strategies to overcome resource constraints involve exploring partnerships and optimizing resource utilization for sustainable transformational leadership practices. The Korean schools may implement suggested strategies, promoting the effectiveness of school head transformational leadership practices and ultimately contributing to a thriving educational environment.

Key words: idealized influence, inspirational motivation, intellectualstimulation, individualized consideration.

1.1. Introduction

Internationally, the quest for high-quality education has garnered considerable attention from researchers, academics, and stakeholders in the education sector. This surge in interest has given rise to an amplified demand for effective school leadership capable of positively influencing teachers' performance, subsequently fostering positive academic behaviours among students, (Kitur, Choge, &Tanui, 2020). The heightened demand for effective school leadership stems from the acknowledgment that the qualities of effective leaders play a pivotal role in achieving educational goals and objectives, both in the short and long term, thereby determining the quality of education for students (Kwan, 2020). Effective school leadership plays a pivotal role in the pursuit of high-quality education, with various factors influencing the heightened demand for competent leaders in educational institutions. According to Tsai et al. (2019), one key factor is the increasing complexity of educational systems, which demands leaders who can navigate intricate challenges and implement strategic solutions. Additionally, Fernandez and Shaw (2020) emphasize the significance of instructional leadership, underscoring how effective leaders positively impact teaching practices and student outcomes. The growing diversity in student populations also contributes to the demand for adept school leaders, as noted by Sanchez-Carillo et al. (2021), who argue that leaders must be equipped to foster inclusive and equitable learning environments. Furthermore, globalization and technological advancements underscore the need for leaders who can adapt to evolving educational landscapes, as highlighted by DeMathews et al. (2021). A confluence of factors, including system complexity, instructional leadership, diversity, and global changes, underscores the imperative for effective school leadership in the pursuit of high-quality education.

Leadership qualities such as knowledge and competencies are crucial for instilling trust and confidence in followers, guiding them toward the organization's objectives. According to Al-Hamad et al.

(2023), a leader's knowledge and expertise contribute significantly to their credibility, influencing the trust followers place in their guidance. When educational leaders demonstrate a deep understanding of pedagogy, curriculum development, and educational policies, they instill confidence in their ability to make informed decisions that positively impact student learning. In addition, Cunningham et al. (2019) highlight the importance of leadership competencies, such as effective communication and problem-solving skills, in building trust. Leaders who possess these competencies are better equipped to address challenges, collaborate with stakeholders, and create a positive and inclusive school culture. Therefore, within the educational context, the integration of knowledge and competencies by leaders is pivotal in fostering trust and confidence among followers, ultimately contributing to a more effective and harmonious learning environment.

Within educational contexts, various leadership styles, including transformational, transactional, and servant leadership, are employed to address emerging issues in diverse settings. While researchers generally agree that there is no one-size-fits-all leadership style for school leaders, (Yulianti et al. 2019), there is a prevailing sentiment that transformational leadership stands out as the most effective (Mansaray, 2019). This sentiment aligns with the definition of transformational leadership by Top, Abdullah, and Faraj (2020), characterizing it as a model where leaders inspire trust and confidence in followers to pursue organizational goals. Research by Al-Mansoori and Koç (2019) provides evidence that this leadership style is linked to increased teacher satisfaction, emphasizing the impact leaders can have on the overall well-being of educators. The transformative approach, characterized by fostering a shared vision, has been shown to contribute to improved student achievement. By inspiring a collective sense of purpose and commitment, leaders employing this style can motivate both teachers and students to strive for academic excellence. Furthermore, the emphasis on promoting innovation aligns with the ever-evolving nature of education. Sharma and Jain (2022) argued that transformational leaders encourage a culture of creativity and adaptability, essential qualities for addressing the dynamic challenges faced by educational institutions. The focus on valuing individual growth is also pivotal in the educational context, as highlighted by Al-Husseini et al. (2021) who suggest that personalized support enhances teacher development and, consequently, overall school effectiveness. Therefore, the transformative approach's alignment with the multifaceted and evolving nature of educational environments underscores its widespread perception as the most effective leadership style.

In this study, transformational leadership among school heads in Korean schools is operationally defined as the extent to which the school leaders engage in visionary and inspirational behaviour, stimulate intellectual stimulation and creativity among teachers, foster individualized consideration for the needs and development of each faculty member, and demonstrate idealized influence by serving as positive role models, thereby influencing a positive organizational culture and promoting collective efficacy within the school setting. This definition encapsulates key elements of transformational leadership, proposed by Bass (1985) including inspirational motivation, intellectual stimulation, individualized consideration, and idealized influence, all tailored to the specific context of Korean schools. These four dimensions form the conceptual basis for understanding the transformational leadership practices among school heads in Korean schools in this study.

In the realm of Philippine education, there has been a noteworthy commitment from the government, channelling substantial financial and human resources to elevate the quality of education at all levels. As of 2021, an allocation of PHP 751.7 billion, equivalent to 16.7%, was dedicated to this cause. However, this commendable effort is overshadowed by the stark contrast in allocations to other departments, such as Public Works and Highways and National Defense, which experienced increases of 52.9% and 70.5%, respectively (Albert, Basillote, & Munoz, 2021). This discrepancy underscores the government's struggle in fully financing primary, secondary, and higher education, given its expansive responsibilities in areas like road construction and security. Despite the implementation of policies advocating substantial investment in education, documented evidence reveals a consistent underinvestment by the government in this sector (Cutamora, 2021; Radiamoda, 2021). This research addresses a critical literature gap by examining the repercussions of this underinvestment and the subsequent introduction of laws and policies permitting private individuals, including foreign nationals, to establish schools at all educational levels. Notably, Korean nationals have emerged as key contributors, actively managing a multitude of privately owned English language schools, as well as primary, secondary, and tertiary education institutions throughout the Philippines. Some of these institutions have a specific focus on teaching English to Korean nationals residing in the country, highlighting a significant gap in the literature that this study aims to explore and address.

The scarcity of qualified teachers in the Philippines has led to intense competition among educational institutions, including Korean schools, to attract and retain the best talent (Hernando-Malipot, 2023). Transformational leadership practices, encompassing idealized influence, inspirational motivation, intellectual motivation, and individualized consideration, serve as a key strategy employed by school heads to shape positive behaviours in teachers. Together, these four dimensions of transformational leadership synergistically contribute to a dynamic and supportive educational atmosphere, thereby strengthening the basis for cultivating positive behaviours and promoting excellence in teaching and learning (Afsar, Asad& Syed, 2019). These leadership qualities not only aid in retaining loyal teachers but also in attracting the best talent despite the limited pool of teachers in the Philippine job market.

However, the challenges brought about by the Covid-19 pandemic in 2020 have significantly impacted schools, including Korean schools, in their efforts to retain and attract quality teachers. The pre-existing issue of poor teacher salaries has been exacerbated, resulting in a surge of resignations and teachers quitting their jobs. The economic uncertainties brought on by the pandemic have intensified financial strain, contributing to reduced job satisfaction and a decline in the willingness of educators to stay in the profession (Trinidad, 2021). Additionally, the limited incentives available to teachers have had a demotivating effect, diminishing their efficiency and effectiveness in the face of increased workload and the demands of remote and hybrid learning models. Malina and Agustin (2023) argue that supportive and adaptable leadership is essential in navigating uncertainties and maintaining teacher morale. In summary, the compounding effects of poor teacher salaries, limited incentives, and inadequate leadership behaviours have intensified the challenges faced by Korean schools in retaining quality teachers amidst the disruptions caused by the Covid-19 pandemic.

Eliophotou and Lefteri (2021) highlight the impact of transformational leadership on teacher motivation, while Virgiawan et al. (2021) emphasize its role in shaping organizational culture and employee well-being. The inspirational motivation component of transformational leadership fosters a sense of purpose and commitment, particularly vital during challenging times. This motivation, according to Eliophotou and Lefteri (2021), becomes a driving force for teachers to overcome obstacles and maintain a high level of dedication to their roles. Moreover, the transformational leadership style shapes organizational culture by emphasizing shared values, a compelling vision, and individual growth (Virgiawan et al., 2021). This, as noted by Eliophotou and Lefteri (2021), contributes to a positive and collaborative school culture, which is crucial in navigating challenges effectively. Additionally, transformational leadership has a significant impact on employee well-being, providing emotional support and a sense of belonging, as suggested by Virgiawan et al. (2021). In the context of the challenges highlighted, the transformative approach becomes an essential factor in promoting teacher motivation, shaping a resilient organizational culture, and contributing to the overall well-being of school employees.

Koh et al. (2019) discussed fair compensation as integral to transformational leadership, linking it to poor salaries. Studies by Pratama (2021) and Jameel and Ahmad (2019) explore the influence of transformational leadership on incentives and teacher job satisfaction, respectively. These references collectively support the claim that challenges in teacher support is attributed to the transformational leadership practices of school heads. Despite the critical role of transformational leadership practices, the extent to which components like idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration are evident, their impact on teachers' performance, and the relationship between the extent of these practices and their influence on teachers' performance in Korean schools within the Philippines educational setting remain unexplored. This gap in research makes the present study uniquely important. There is currently no formal research documenting the transformational leadership practices among school heads of Korean schools anywhere in the country, adding to the novelty and significance of this research. Additionally, the study stands out by focusing on a specific gap in the research landscape, namely the lack of in-depth exploration into transformational leadership practices among school heads of Korean schools in the Philippines educational setting. While transformational leadership has been extensively studied globally, there is a dearth of literature that considers its application within the unique cultural and organizational context of Korean schools in the Philippines. The study filled this gap by investigating how Korean school heads adapt or modify transformational leadership practices to align with the cultural and educational dynamics present in the Philippines. This specific focus was crucial as it moves beyond generic understandings of transformational leadership, offering nuanced insights that considered the intersection of Korean educational practices and the Philippine context. The study's emphasis on this specific cultural and

Furthermore, existing leadership research, while abundant, utilizes different models such as behavioural theory (Kwan, 2020), trait theory (Hunt &Fedynich, 2019) and servant leadership (Gultekin& Dougherty, 2021) different from the transformational leadership theory used in this study. Conducting research that either corroborates or contradicts these leadership theories/models becomes imperative in improving the existing literature in the education sector, particularly within the Philippine setting. This aligns with the recommendation by Bernato et al. (2020) for further research on the extent of school heads' transformational leadership practices to provide specific information for improving leadership practices and overall organizational performance. Francisco (2019) similarly emphasized the need for research on the dimensions of transformational leadership styles, underscoring the relevance of this study in addressing these gaps in the current body of knowledge.

This research focused on Korean schools situated in Baguio City and La Trinidad. Baguio City, located in the province of Benguet, stands out as a self-governing city known for its cool climate and low crime rates, attracting both local and international tourists. Despite its modest size (57.51 km2), the city hosts numerous public and private educational institutions spanning primary, secondary, and higher education. The proliferation of schools has not only drawn local and international students but has also stimulated economic activities, contributing to the local economy. La Trinidad, the capital of Benguet, lies merely 10.1 kilometers from Baguio City, fostering close commercial ties and daily commuting between the two areas.

In the educational landscape of Baguio City and La Trinidad, school heads in Korean schools acknowledge the pivotal role of effective leadership practices in sustaining educational quality and fostering a distinguished reputation within the Philippine education sector. Transformational leadership, characterized by vision, passion, and the ability to instil trust and positive behavioural change in teachers, has gained prominence among school heads. The realization that attracting the best teachers requires visionary leadership has led to an increased adoption of the transformational leadership style. As part of their transformational leadership qualities, school heads actively engage in assessing and monitoring the progress of their teachers. This hands-on approach signifies not only leadership competence but also a collaborative effort to bring about necessary changes-a practice aligned with effective transformational leadership, as emphasized by Purwanto et al. (2021). Despite possessing commendable transformational leadership qualities, there is a notable absence of evidence illustrating how these practices impact teacher performance, highlighting a gap in formal research. This study becomes significant as understanding transformational leadership practices and their influence on teachers is crucial for effective learning and increased student academic engagement (Ardi et al., 2020).

The primary objectives of this study included assessing the extent of transformational leadership practices among school heads, the moderating role of age, education, and teaching experience on extent of school heads' transformational leadership practices and their influence on teachers' performance, understanding the level of influence these practices exert on teacher performance, exploring the relationship between the extent of these practices and their impact on teacher performance, and identifying the challenges hindering transformational leadership practices in Korean schools.

1.2 SIGNIFICANCE OF THE STUDY

The outcomes of this study hold significance for various stakeholders in the education sector. School management may utilize the information as a foundation for enhancing their leadership capacities, identifying specific dimensions of transformational leadership influencing teacher performance. Teachers stand to gain insights into the areas of their teaching pedagogy, complementing their ongoing efforts to support students. Students, in turn, may be informed about their schools' initiatives aimed at improving academic performance. The Department of Education in the Philippines may draw meaningful deductions from the study to inform policy-making for better leadership practices across the country. Future researchers may find valuable insights for conducting similar studies, contributing to the discourse on the influence of transformational leadership on teacher performance. Ultimately, this study adds to the growing body of knowledge, enriching the understanding of leadership and its impact on teachers' performance in an educational context.

1.3 THEORETICAL FRAMEWORK

This study is grounded on Bass's (1985) transformational leadership theory, which serves as a guiding framework for comprehending the adapted concepts within this research. Bass (1985) posited that the transformational leadership practices of organizational leaders can be effectively measured across four dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individualized attention.The choice of the transformational leadership theory as the guiding framework stems from its accurate explanation of how the leadership practices of school heads significantly influence teachers' performance and the ensuing consequences of such behaviours (Effendi, Bafadal, &Sudana, 2020; Nugroho et al., 2020). The theory emphasizes that leaders' attitudes and behaviours play a pivotal role in motivating and influencing teachers to align their actions with the desired organizational change. School heads are not only tasked with creating an enabling academic environment but are also expected to consistently demonstrate transformational leadership practices that contribute to elevated levels of teachers' performance, ultimately advancing the pursuit of quality education. A critical aim of school heads is to foster higher levels of commitment among teachers, thereby motivating them to consistently deliver quality educational services. This commitment is reflected in various ways, including acknowledging individual student needs, providing motivation and rewards for student accomplishments, adopting a global perspective to teaching, and arriving well-prepared for classes (Pachler, Kuonath, & Frey, 2019). The adoption of the transformational leadership theory as a guiding framework for this study is further justified by its comprehensive delineation of the influence of leadership behaviours on variables that impact teacher performance in schools (Sharma & Jain, 2022).

The transformational leadership theory underscores the intricate interplay between school heads' management of teachers and the subsequent impact on teaching methods and student reactions to lessons. School heads' transformational leadership behaviours have a cascading effect on how teachers shape their behaviours and, in turn, how these behaviours influence students' satisfaction, commitment, engagement, and overall academic performance (Amudha&Poornimarani, 2019). In essence, the behaviours of school leaders exert a triple impact on teachers, students, and the overall quality of education.The overarching objective of the transformational theory is to elucidate the causes and effects of behaviours arising from the interaction between leaders and their followers. It is widely acknowledged that when school heads align their behaviours with the tenets of the transformational leadership theory, there is a heightened likelihood of increasing teachers' motivation. This motivation, in turn, becomes a catalyst for sustainable improvements in student academic performance (Naqshbandi, Tabche, &Choudhary, 2019).

1.4 STATEMENT OF THE PROBLEM

This study generally assessed the transformational leadership practices of school heads in select Korean Schools in Baguio City and La-Trinidad, Philippines. Specifically, the study provided answers to the following research questions:

1. What is the extent of practice of the school heads of transformational leadership?
2. What is the difference between the school heads' extent of practice of transformational leadership when grouped according to:
   a. age;
   b. education; and
   c. tenure of service?
3. What is the level of influence of school heads' transformational leadership practices on teachers' performance in terms of:
   a. idealized influence;
   b. inspirational motivation;
   c. intellectual stimulation; and
   d. individualized consideration?
4. What significant differences emerge in the influence of school heads' transformational leadership practices on teachers' performance when categorized by:
   a. age;
   b. education; and
   c. tenure of service?

5. What is the relationship between the extent of practice of transformational leadership and the level of influence of school heads leadership practices on teachers' performance along:
   a. idealized influence;
   b. inspirational motivation;
   c. intellectual stimulation; and
   d. individualized consideration?
6. What challenges do teachers perceive as affecting the transformational leadership practices of school heads?

1.5 HYPOTHESES OF THE STUDY

1. There is no significant difference between the school heads' extent of practice of transformational leadership when grouped according to:
   a. age;
   b. education; and
   c. tenure of service.
2. There is no significant difference in the influence of school heads' transformational leadership practices on teachers' performance when categorized by:
   a. age;
   b. education; and
   c. tenure of service.
3. There is no relationship between the extent of practice of transformational leadership of school heads and the level of teachers' performance along:
   a. idealized influence;
   b. inspirational motivation;
   c. intellectual stimulation; and
   d. individualized consideration.

2.1 METHODOLOGY

This section presents the processes and procedures that were employed. In detail, systematically discussed the research design, population and locale of the study, data collection instrument, data collection procedures and the treatment of data.

2.2 RESEARCH DESIGN

To fulfil the study's objectives, the researcher employed a combined method approach, encompassing both quantitative and qualitative research designs. Quantitative research, utilizing descriptive statistical tools like frequencies and means, was applied to analyze numerical data (Rahman, 2020), as is the case in this study. This design facilitated the presentation and assessment of the extent of practices of the transformational leadership principles among school heads, the influence of these practices on teachers' performance, and the challenges faced in Korean schools.Conversely, qualitative design was utilized to comprehensively explore and evaluate the challenges influencing the transformational leadership practices of school heads in Korean educational settings. Meanwhile, a correlational research design was implemented to ascertain the relationship between the extent of practice of transformational leadership among school heads and the levels of teacher performance. The rationale behind employing correlational research was to identify existing relationships and offer insights into predicting future events based on established knowledge (Bozgun& Can, 2022). This methodological combination ensured a thorough examination of the research questions from both quantitative and qualitative perspectives, enriching the overall study.

2.3 POPULATION AND LOCALE OF THE STUDY

The study population were school heads and teachers in three select Korean schools. The study considered twenty (20) school heads and one hundred eight (108) teachers as respondents, along with

five (5) school heads and sixteen (16) teachers participating in interviews. Purposive sampling was employed for respondent selection, allowing the researcher to carefully choose based on specific criteria. These criteria included Korean schools operational for at least five years, and school heads and teachers with a minimum of two years of experience in leadership or teaching roles within Korean schools. The use of purposive sampling in this social study involving humans was justified for its efficiency in terms of time and cost compared to other methods (Andrade, 2020). Additionally, the expertise and knowledge of the researcher played a crucial role in the decision to use purposive sampling. The researcher's understanding of the educational landscape and the specific context of the study allowed him to identify and select schools that were most likely to yield rich and relevant data. Moreover, limited resources available for the study, such as time made purposive sampling a pragmatic choice. This approach maximized the efficiency of the data collection by concentrating efforts on the three schools that were strategically chosen to contribute the most meaningful information to the research objectives. In retrospect, the use of purposive sampling proved to be instrumental in meeting the specific goals of the study, allowing for a targeted and insightful exploration of the research questions within the given constraint.

2.4 DATA COLLECTION INSTRUMENTS

For data collection, the researcher utilized two questionnaires and two sets of interview questions, tailored for school heads and teachers. Both instruments included communication letters seeking permission and cooperation. The first questionnaire, directed at school heads, comprised three sections. The initial part covered respondents' profiles with five statements. The second section, adapted from Gyansah (2020) and Kariuki (2018) assessed the extent of transformational leadership practices using a four-point Likert scale. The final section, an open-ended question, explored challenges faced by school heads in Korean schools.The second questionnaire, for teachers, had two parts. The first focused on respondents' demographics, while the second, adapted from Buenvinida and Ramos (2019), gauged the level of influence of school heads' extent of practice of transformational leadership. Four variables were assessed using a four-point Likert rating scale, accompanied by an open-ended statement. A parallel interview guide with questions on leadership influence and observed challenges was formulated. To ensure reliability, a pilot test with three school heads and fifteen teachers was conducted, yielding Cronbach Alpha coefficients of 0.897 and 0.899 for school heads' and teachers' questionnaires, respectively, indicating good internal consistency.

2.5 DATA COLLECTION PROCEDURES

The data gathering process involved several meticulous steps. First, the researcher obtained permission from his advisee, and final approval was granted before the administration of questionnaires and facilitation of interviews. The decision to conduct face-to-face interactions during both distribution and collection was deliberate, justified by its unique advantages. This approach allowed for deeper exploration of responses, the inclusion of follow-up questions, and the observation of non-verbal cues, enhancing the researcher's understanding of participants' perspectives. The personal connection established in these in-person interactions fostered a conducive environment for open and honest sharing, thereby ensuring the authenticity and reliability of the collected data. Moreover, immediate clarification of questions was possible, ensuring participants comprehended the study's objectives accurately and provided pertinent information.Second, the researcher printed twenty and one hundred eight copies of the questionnaires for school heads and teachers, respectively. A colleague assisted in the administration, tabulation, and organization of quantitative data for clarity. The entire process, spanning twenty days, was followed by data analysis conducted by a statistician, forming the basis for the subsequent chapter's quantitative data analysis. In adherence to Philippine laws on paper waste disposal, the questionnaires were later destroyed.

Thirdly, despite inviting a majority of respondents to participate in interviews, only five school heads and sixteen teachers consented. Written statements from three school heads and thirteen teachers were used as the foundation for the interviews. One-on-one interviews were conducted at locations convenient to participants in Baguio City and La Trinidad, with written consent obtained for audio recording. The interviews, lasting between 25-50 minutes per participant, were spread across five days.

After transcription, coding, and theme identification, both audio and written statements were permanently disposed of, aligning with Philippine laws on electronic and paper waste disposal.Finally, respondents and participants were assured of ethical principles, including anonymity, data confidentiality, and the freedom to withdraw from the research process at any stage without consequences. To maintain anonymity, participants were not required to disclose any information traceable to their identity. Data confidentiality was strictly upheld, and participants were informed of their rights to withdraw without penalty or further inquiry if they felt uncomfortable at any point during the questionnaire or interview process.

2.6 TREATMENT OF DATA

The collected data underwent analysis using various statistical tools. Primarily, the weighted mean was used to assess and interpret data concerning the extent of practice of transformational leadership and the level of influence of school head extent of school heads' extent of practice of transformational leadership on teachers' performance. Utilizing the F-test facilitated the identification of variables showcasing significant differences. The Pearson Correlation was applied to establish the relationship between the extent of transformational leadership practices by school heads and the levels of teacher performance. Finally, thematic analysis was implemented to systematically identify, code, and categorize the written and spoken statements made by teachers during interviews, shedding light on the challenges faced in the leadership roles of their school heads.

3.1 RESULTS AND DISCUSSION

In uncovering the results and discussions stemming from the questionnaire and interviews conducted for this research, the study revealed the prevalent transformational leadership practices exhibited by school heads. Delving deeper, the analysis dissects demographic factors, age, education, and teaching experience to discern any significant variations in leadership practices. Moreover, the research probes into the perceived impact of these practices on teachers' performance, unravelling the intricate relationship between leadership behaviours and their consequential influence.An additional layer of exploration involves identifying disparities in this influence concerning demographic categorizations. The study, through both quantitative and qualitative lenses, paints a nuanced picture of the symbiotic dynamics between the extent of transformational leadership, the perceived influence of school heads, and the resultant effects on teachers' performance. Finally, the challenges obstructing the implementation of transformational leadership in Korean schools, as perceived by teachers, are unveiled, providing valuable insights into the contextual barriers faced by educational leaders.

Table 1.Extent of Practice of School Heads of Transformational Leadership

IDEALIZED INFLUENCE	WEIGHTED MEAN	DESCRIPTION
I clearly explain the school vision and mission.	3.90	Highly Practiced
INSPIRATIONAL MOTIVATION		
I give encouragement and support to staff members aimed at improving students' academic achievement.	3.90	Highly Practiced
I consider different opinions when solving problems relating to teaching and learning.	3.85	Highly Practiced
I challenge my teachers to perform highly.	3.75	Highly Practiced
I recognize and celebrate school academic accomplishments and acknowledges failure.	3.60	Highly Practiced
INTELECTUAL STIMULATION		
I institute programs to enhance teaching and	3.90	Highly Practiced

learning skills.		
I support critical thinking that guide effective teaching and learning.	3.85	Highly Practiced
I coach and advise teachers on academic issues.	3.85	Highly Practiced
I provide guidance on what teachers are supposed to do.	3.70	Highly Practiced
INDIVIDUALIZED CONSIDERATION		
I am highly dedicated to my teachers' performance.	3.85	Highly Practiced
I attend to the needs of my teachers.	3.85	Highly Practiced
I show concern and attend to the needs of teachers.	3.85	Highly Practiced
I mentor teachers to improve personal and professional growth.	3.70	Highly Practiced
Average	3.85	Highly Practiced

Table 1 presents the extent of practice of transformational leadership by school heads in the three Korean schools surveyed. Generally, the mean of 3.85 suggests that school heads always exhibit the leadership qualities of a transformational leader. The overall picture suggests a holistic approach to leadership, encompassing aspects such as coaching, advising, and mentoring teachers for both personal and professional growth.The implications drawn from the findings underscore the establishment of a positive organizational climate within the schools under examination. The consistently high practice of transformational leadership by school heads reflects a commitment to cultivating an environment that is not only supportive but also inherently motivating. Such a climate is likely to permeate throughout the educational institution, influencing the experiences of both teachers and students. The significant implications emanate from the realization that these school heads are successfully translating the theoretical framework of transformational leadership into actionable practices within their specific context. This effectiveness extends beyond mere adherence to leadership principles; it suggests a genuine commitment to fostering a culture that values individual growth, collective achievements, and intellectual development.

The findings of this study align with broader literature emphasizing the positive correlation between transformational leadership and organizational outcomes, including improved job satisfaction, enhanced organizational commitment, and heightened academic performance (Leibowitz& Porter, 2019). Ramos (2019) further supports this, establishing that active engagement in coaching, advising, and mentoring by school heads empowers educators, directly impacting the quality of education. Within the leadership practices of school heads in Korean schools, a resolute commitment to practicing idealized influence emerges. Participants highlighted the school head's dedication to teacher development, fostering a positive and supportive working environment. Clear communication of a compelling vision by school heads inspires a sense of purpose among staff, aligning efforts towards common goals. This strategic effort cultivates a shared sense of purpose among staff, students, and stakeholders, aligning with transformative leadership philosophy.

The data also reveals a significant emphasis on inspirational motivation practices manifested in teacher well-being and development, reflecting a teacher-centric leadership approach. School heads express a dedication to enhancing teacher performance, attentiveness to teachers' needs, and active coaching and advising. This teacher-centric orientation underscores a leadership style geared towards empowering and nurturing educators.Moreover, the results highlight school heads' commitment to practicing intellectual stimulation, challenging teachers to perform at high levels and providing guidance on responsibilities, indicating a strategic focus on promoting academic excellence. Such practices contribute to fostering a culture of continuous improvement within the educational institution.

The manifestation of individualized consideration in school heads' leadership practices is evident through attentiveness to diverse needs, encompassing personalized support tailored to address specific requirements and aspirations of each teacher. The emphasis on mentoring for both personal and professional growth further underscores the commitment to nurturing a supportive and growth-oriented environment. Research by Chukwunedum (2022) supports the significance of mentoring in fostering

teacher job satisfaction and enhancing overall job performance, aligning with the transformative principles of individualized consideration. Overall, the interconnected and synergistic nature of the four components of transformational leadership identified in this study resonates with previous empirical literature, establishing a foundation of trust and respect, fostering a positive organizational climate, and reinforcing the leader-follower relationship (Ahsan-Ur et al., 2020; Ahmad et al., 2019).

Table 2. **Difference in the Extent of Practice of School Heads of Transformational Leadership According to Age, Education and Tenure of Service**

INDICATORS	II	IM	IS	IC	P-VALUE
Age					
25-30 Years	0.662	0.773	0.768	0.788	0.000*
31-36 Years	0.887	0.876	0.933	0.754	0.000*
37-42 Years	0.902	0.931	0.882	0.870	0.000*
43 Years+	0.912	0.876	0.998	0.877	0.000*
Education					
Bachelors' Degree	0.850	0.881	0.755	0.704	0.000*
Masters' Degree	0.876	0.977	0.883	0.896	0.000*
Doctorate Degree	0.877	0.899	0.988	0.911	0.000*
Tenure of Service					
2-4 Years	0.765	0.867	0.876	0.777	0.000*
5-7 Years	0.886	0.876	0.864	0.877	0.000*
8-10 Years	0.911	0.889	0.885	0.876	0.000*
11 Years+	0.903	0.901	0.933	0.911	0.000*

*F-test P<0.05 Significant

A comprehensive analysis of the significant differences in the extent of practice of school heads of transformational leadership in terms of idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration categorized by age, education, and teaching experience is quantified in Table 2. Overall, the f-values 0.000 less than 0.005, suggest that the extent of school heads practice of transformational leadership is significantly impacted by their age, educational level, and tenure of service. Thus, the null hypothesis stated in the introductory part of this study is rejected, indicating a substantial difference in the extent of transformational leadership practices among school heads when categorized based on their age, education, and tenure of service. Implications for stakeholders in the education sector are multifaceted. For teachers, the influence of experienced school heads implies a wealth of institutional knowledge and refined leadership practices, potentially enhancing professional development opportunities. The impact of educational qualifications suggests that investing in leadership training and higher education for school heads may contribute to a more transformational educational climate. Moreover, acknowledging and promoting diversity in age among school heads could cultivate a more dynamic and enriching leadership landscape. This approach aligns with the imperative for an inclusive and equitable educational environment, ensuring that the varied perspectives and experiences of leaders from different age groups contribute to the overall effectiveness of educational leadership.

The analysis of transformational leadership practices among school heads, stratified by age groups, illuminates distinct patterns in leadership approaches. In the 25-30-year bracket, leaders emphasize idealized influence, setting high standards, and leading by example, with a strong focus on inspiration and intellectual stimulation (Tamkivi&Eisenschmidt, 2023). In the 31-36 age group, there is a notable inclination toward personal example, instilling purpose, and fostering creativity. The 37-42 age group continues strong idealized influence and inspiration, maintaining a balance in intellectual stimulation and individualized consideration. For those aged 43 and above, a robust commitment to idealized influence persists, with an increased emphasis on intellectual stimulation despite a slight decrease in inspirational motivation. This nuanced examination aligns with studies correlating leadership effectiveness with age (Mlinarevic et al., 2022).

Challenges in embracing change or adapting to technology may be faced by some leaders, while younger leaders bring fresh perspectives and innovation (Millnarevic et al., 2022). The effectiveness of school heads, irrespective of age, hinges on individual characteristics, adaptability, and leadership style. A diverse leadership team combining experienced and younger leaders may create a dynamic environment.Exploring the impact of education on transformational leadership, the study identifies variations across educational levels. Bachelor's degree holders exhibit a balanced approach, while those with Master's degrees emphasize a refined and inspirational style. Those with Doctorate degrees demonstrate the highest scores, aligning with research emphasizing their visionary and intellectually stimulating leadership (Mlinarevic et al., 2022; Lowe et al., 2020). Tenure of service also influences leadership styles. In the 2-4-year category, leaders exhibit a balanced approach. The 5-7-year group sees increased emphasis on motivation and intellectual stimulation. With 8-10 years of service, leaders maintain commitment to transformational practices, playing a role in institutionalizing a culture of continuous learning (Berraies&Zine El-Abidine, 2019; McConnell et al., 2020). Those with 11 years and above consistently exhibit the highest scores, showcasing the profound impact of extensive experience on leadership style and educational outcomes. This aligns with research highlighting the influential role of experienced leaders in shaping the educational landscape and fostering teacher development and motivation (Limba et al., 2019; Mlinarevic et al., 2022).

Table 3. Level of Influence of the Dimensions of Transformational Leadership Practices on Teachers Performance

RANK	DIMENSIONS	WEIGHTED MEAN	DESCRIPTION
1	Idealized Influence	3.77	Highly Influential
1	Intellectual Stimulation	3.77	Highly Influential
2	Inspirational Motivation	3.74	Highly Influential
3	Individualized Consideration	3.71	Highly Influential
	Average	3.75	Highly Influential

Presented in Table 3 is the result of the influence of school heads' transformational leadership dimension on teachers' performance. Each dimension, idealized influence, intellectual stimulation, inspirational motivation, and individualized consideration attained a highly influential weighted mean, with an overall average of 3.75. These results suggest a holistic and impactful approach to leadership within the educational context. The findings have practical implications for different stakeholders. For school heads, this implies the importance of adopting a well-rounded leadership approach, incorporating these influential dimensions to foster a supportive and dynamic leadership style. Teachers, as the direct beneficiaries, may expect a work atmosphere characterized by motivation, intellectual stimulation, and personalized consideration. Students, indirectly influenced by these practices, are likely to thrive in an environment where educators are inspired, supported, and continually engaged in their professional development. The findings emphasize the practical significance of a holistic transformational leadership approach, highlighting its potential to positively influence the overall dynamics within the educational setting for the benefit of all stakeholders.

Idealized influence and intellectual stimulation were rated the highest dimensions indicating teachers perceive their school heads as role models, instilling a sense of trust and respect. As one interviewee affirmed, "our school head's influence is palpable; we look up to them for guidance" (Interviewee "M" Male School Teacher). This aligns with the research of Arar and Abu (2019) emphasizing the transformative power of leaders who serve as positive role models.Intellectual stimulation, was the second rated dimension, highlights a leadership style that encourages innovative thinking and problem-solving among teachers. An interviewee emphasized, "our school head challenges us to think critically, fostering a culture of continuous improvement" (Interviewee "O", Female School Teacher). This resonates with the findings of Hosna et al., (2021), emphasizing the positive impact of intellectual stimulation on organizational performance.Inspirationalmotivation,the third rated dimension, underscores the importance of leaders who inspire and motivate their teams toward a shared vision. An interviewee expressed, "our school head's motivational skills create a positive and energized

environment" (Interviewee "D", Female School Teacher). This aligns with the research of Sutanto et al. (2021) highlighting the correlation between inspirational motivation and employee engagement.Meanwhile, individualized considerationwas the last rated dimension, suggests a leadership approach that values and supports the unique needs and development of each teacher. An interviewee shared, "our school head considers our individual growth; it makes us feel valued as professionals" (Interviewee "C", Female School Teacher). This is consistent with the work of Lambrecht et al. (2020), emphasizing the positive impact of individualized consideration on teacher professional development.

The novelty in this finding lies in the robust affirmation of the highly influential impact of transformational leadership practices on teachers' performance. What sets this finding apart is the emphasis on the cumulative effect of these dimensions, providing a nuanced understanding of their combined impact. The data not only highlights the individual strength of each dimension but also underscores their synergistic influence, suggesting that schools should adopt a comprehensive transformational leadership strategy rather than focusing on isolated elements. Best practices emerging from this data include fostering idealized influence, where school leaders serve as role models and set high standards; promoting intellectual stimulation to encourage innovative thinking and continuous learning; instilling inspirational motivation to create a sense of purpose and enthusiasm among teachers; and emphasizing individualized consideration to address the unique needs of each teacher. Schools looking to elevate teacher performance may find inspiration in these practices, aiming to cultivate a positive and empowering leadership culture that, in turn, positively influences the performance and satisfaction of their teaching staff.

Table 4.Significant Difference on the Influence of School Heads' Transformational Leadership Practices on Teachers' Performance According to Age, Education and Tenure of Service

INDICATORS	II	IM	IS	IC	P-VALUE
Age					
25-30 Years	0.732	0.740	0.865	0.746	0.000*
31-36 Years	0.811	0.844	0.976	0.788	0.000*
37-42 Years	0.995	0.984	0.876	0.867	0.000*
43 Years+	0.994	0.976	0.933	0.865	0.000*
Education					
Bachelors' Degree	0.709	0.875	0.766	0.785	0.000*
Masters' Degree	0.889	0.901	0.877	0.870	0.000*
Doctorate Degree	0.967	0.893	0.931	0.900	0.000*
Tenure of Service					
2-4 Years	0.775	0.876	0.786	0.711	0.000*
5-7 Years	0.921	0.787	0.787	0.866	0.000*
8-10 Years	0.950	0.877	0.899	0.881	0.000*
11 Years+	0.996	0.990	0.992	0.911	0.000*

*F-test P<0.05 Significant

A comprehensive analysis of the significant differences in the influence of school heads' transformational leadership practices on teachers' performance, categorized by age, education, and tenure of service is underscored in Table 4. The f-test results indicate varying degrees of impact across the four dimensions of transformational leadership: idealized influence, intellectual stimulation, inspirational motivation, and individualized consideration. The f-values quantify the impact of individual respondents' demographics on each of the four dimensions, of transformational leadership, elucidating the magnitude of these effects. Conversely, the p-values denote the significance levels, providing an indication of the statistical significance of these effects. With all p-values falling below 0.05, the null hypothesis hereby is rejected, suggesting that there is a significant difference/effect on the influence of school heads' transformational leadership practices on teachers' performance when categorized by age, education, and tenure of service.The finding has practical implications for the educational landscape, revealing significant differences in the influence of school heads' transformational leadership practices on teachers' performance. The variations across age, education, and tenure of service underscore the

nuanced nature of effective leadership in educational institutions. For school heads, recognizing the distinct impact at different career stages necessitates tailored approaches to leadership development. Younger leaders may benefit from targeted programs to enhance their influence, while seasoned leaders may focus on adapting their strategies. Investing in advanced education emerges as a potential avenue for enhancing leadership impact, encouraging continuous professional development.

Examining the influence of school heads' transformational leadership practices on teachers' performance across age groups and educational attainment levels reveals nuanced patterns. In the 25-30-year age group, idealized influence indicates a moderate level, aligning with early career leadership development (Griffith et al., 2019). Progressing to the 31-36 age group, idealized influence increases, signifying maturing leadership with sustained emphasis on inspirational motivation, intellectual stimulation, and individualized consideration (Harris et al., 2019). In the 37-42 age group, leaders maintain strong commitment across dimensions, aligning with the emphasis on leading by example and fostering innovation (Li et al., 2020). For school heads aged 43 and above, idealized influence peaks, indicating exceptionally strong influence, supported by sustained commitment to inspirational motivation, intellectual stimulation, and individualized consideration. Participant feedback highlights the accumulated wisdom and experience positively influencing teacher performance (Interviewee "A", Female School Head). Exploring the impact on teachers' performance based on educational attainment, significant differences emerge. School heads with bachelor's degrees show variations across all indicators, emphasizing the importance of foundational academic qualifications (Cahyono et al., 2023). Those with master's degrees exhibit heightened influence, aligning with a more visionary leadership style associated with advanced degrees (Em, 2023). Doctorate degree holders demonstrate even more pronounced impact, contributing to continuous learning and innovation (Ubaidillah et al., 2019).

Analyzing the effect across specific tenure groups provides insights into leadership evolution. In the 2-4-year group, a balanced approach is observed, reflecting initial efforts in establishing a leadership presence. The 5-7-year group shows increased idealized influence, sustaining holistic leadership practices. In the 8-10-year category, idealized influence rises, emphasizing sustained focus on motivation and individualized consideration (Sirait, 2021). The 11 years and above group consistently exhibits the highest scores, reflecting robust and visionary leadership (Luo et al., 2020). Participant feedback reinforces these findings, emphasizing the positive impact of extensive tenure on leadership effectiveness, institutional knowledge, and the ability to lead strategic initiatives. Overall, this comprehensive examination highlights the nuanced interplay of age, educational attainment, and tenure in shaping transformative leadership practices and their impact on teacher performance within educational settings.

Table 5. Relationship between the Extent of Transformational Leadership Practices and the Level of Influence of School Heads' Leadership Practices on Teachers' Performance

SCHOOL HEADS TLP		LEVEL OF INFLUENCE OF TLP ON TEACHERS PERFORMANCE				
		Idealized Influence	Inspirational Motivation	Intellectual Stimulation	Individualized Consideration	P-Value
Idealized Influence	r-stat	0.721	0.776	0.877	0.778	0.001*
Inspirational Motivation	r-stat	0.876	0.882	0.882	0.743	0.001*
Intellectual stimulation	r-stat	0.884	0.763	0.897	0.893	0.001*
Individualized Consideration	r-stat	0.858	0.784	0.796	0.880	0.001*

*P<0.05 Significant

The data in Table 5 revealed a strong-positive relationship between the extent of transformational leadership practices employed by school heads and the subsequent level of influence on teachers' performance across four dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Each dimension exhibits a significant positive correlation with the overall extent of transformational leadership, as evidenced by the r-stat and p-values of less than 0.05 significant level. This led to the rejection of the null hypothesis previously stated that there is no significant relationship between the extent of transformational leadership practices of school heads and the level of teachers' performance. Notably, school heads' engagement in practices such as clearly communicating the school's vision, providing encouragement and support, and fostering professional growth; it positively influences the performance of teachers. The implications of this study for the education sector are profound, offering valuable insights for school heads, educational institutions, teachers, and students. School heads should focus on developing authentic and inspiring leadership styles, fostering intellectual curiosity, and prioritizing individualized attention to teachers. Educational institutions can benefit from recognizing and nurturing these dimensions in leadership development programs. Teachers, as direct recipients of transformational leadership, stand to gain from environments prioritizing inspiration, intellectual stimulation, and individualized consideration. Ultimately, students benefit from a positive and innovative learning atmosphere shaped by transformative leadership practices.

Starting with idealized influence, a significant positive relationship with teachers' performance suggests that school heads embodying strong and admirable leadership personas positively influence teacher performance. This aligns with observations that leaders modeling advocated values inspire trust, commitment, and heightened performance (Effendi et al., 2020). Participant feedback reinforces this, highlighting the motivational impact of school heads leading by example and creating a culture of mutual respect and commitment to excellence. Inspirational motivation also shows a robust and positive correlation with teachers' performance. When school heads inspire and motivate teaching staff, there is a significant impact on overall performance, emphasizing the motivational aspect of transformational leadership (Bellibaş et al., 2021). Teacher feedback underlines the tangible difference made by school heads instilling a sense of purpose and motivation.

Intellectual stimulation correlates positively with teachers' performance, indicating that school heads fostering curiosity and innovation contribute to an environment where teachers excel. This aligns with the literature on intellectual stimulation promoting creativity and critical thinking (Shin &Bolkan, 2021). Teacher insights confirm the positive impact of encouraging critical thinking and exploring innovative approaches. Individualized consideration, recognizing and addressing specific challenges and aspirations of each teacher, shows a significant positive relationship with teachers' performance. Leaders who actively engage with the unique needs of teaching staff are more likely to enhance their influence on performance. This aligns with the importance of personalized attention in leadership (Bass, 1985) emphasizing the practical impact of leaders prioritizing individual well-being and professional development.The interconnected nature of these leadership behaviors in influencing teachers' performance is reaffirmed by participants and aligns with established principles of transformational leadership encompassing idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Bass, 1985). The study provides empirical evidence of the tangible impact of transformational leadership practices on teachers' performance, offering a roadmap for effective leadership in education and contributing to the holistic development of the educational ecosystem.

Table 6. Perceptions of Teachers Regarding Challenges Affecting School Heads'
Transformational Leadership Practices

NO.	INDICATORS	FREQUENCY (F**)	PERCENT (%)	DESCRIPTIVE EQUIVALENT
1	Resource constraints	89	82.0%	Serious Problem
2	Balancing administrative and pedagogical roles	73	68.0%	Serious Problem
3	Teacher burnout	65	60.0%	Serious Problem
4	Disruptions of routines	47	44.0%	Moderate Problem
5	Limited time constraints	42	39.0%	Moderate

				Problem
6	High employee dependency	40	37.0%	Moderate Problem

F** = Multiple responses

The perceptions of teachers regarding challenges affecting school heads' transformational leadership practices are detailed in Table 6. This addressed the final research question mentioned in the background of this study. The ensuing discussion is grounded on these identified themes, shedding light on the multifaceted challenges faced by school heads in practicing transformational leadership, as elucidated by their teachers. These challenges encompass resource constraints, admin-pedagogical balance, burnout, disruptions, time constraints, and high employee dependency. The findings means that, despite the positive impact of transformational leadership qualities demonstrated by school heads in Korean schools, they face challenges that hinder their effectiveness, subsequently impacting teachers' performance adversely. These challenges create a nuanced dynamic in which the potential benefits of transformational leadership are offset by the hurdles encountered by school heads, ultimately influencing the overall educational landscape.The implications of these challenges are far-reaching. Resource constraints hinder the translation of innovative ideas into action, potentially limiting the transformative impact of leadership. Balancing administrative and pedagogical roles not only stretches the school head thin but may also compromise the quality of both aspects of their responsibilities. Teacher burnout, disruptions of routines and limited time constraints collectively contribute to an environment where sustained transformational practices become challenging to implement. High employee dependency may hinder the collaborative and inclusive nature of transformational leadership.

The challenges faced by school heads in implementing transformative leadership practices have profound implications for the educational ecosystem. The foremost obstacle, identified by 82.0% of teachers, is resource constraints. The lack of adequate funds and human resources hinders the translation of innovative ideas into action, restricting the transformative impact of leadership. This aligns with Asbari et al. (2020), emphasizing the pivotal role of resources in effective leadership, as observed by teachers lamenting the inability to implement innovative ideas due to resource limitations. Balancing administrative and pedagogical roles is another critical challenge cited by 68.0% of teachers. School heads, pulled in multiple directions, find it challenging to maintain equilibrium between administrative responsibilities and teaching duties. This intricate balancing act, as highlighted by Klaic et al. (2020), requires adaptive leadership strategies and systemic support to mitigate strain. Achieving this balance is integral for fostering a conducive learning environment.Teacher burnout, identified by 60.0% of respondents, significantly impacts school heads' transformative leadership practices. Burnout, characterized by emotional exhaustion, compromises the ability of school heads to inspire and motivate, essential elements of transformational leadership. This aligns with Sri and Widodo's (2021) conceptualization of burnout and emphasizes the need to recognize its pervasive impact on leadership effectiveness.

Disruptions of routines, acknowledged by 44.0% of teachers, pose a significant obstacle to the consistent implementation of transformational leadership practices. The consistency in leadership practices, vital for building trust and fostering a positive school culture, is hampered by constant disruptions. This resonates with studies emphasizing the importance of stability for effective leadership (Maria & Andreas, 2021).Limited time constraints, impacting school heads' ability to allocate time to transformative practices, is a challenge highlighted by teachers. Time management, as emphasized by Karadag (2019), is critical for effective leadership practices. Limited time not only affects the depth and quality of transformative practices but also impacts the overall engagement and satisfaction of the teaching staff.High employee dependency, acknowledged by 37.0% of teachers, reflects concerns about reliance on a single leader for decision-making. This dependency, as noted by Koh et al. (2019), creates bottlenecks in decision-making and hampers effective leadership. Fostering a culture of shared responsibility and distributed leadership is crucial to mitigate the negative impact of high employee dependency.These challenges collectively underscore the need for targeted interventions and systemic changes to create an environment conducive to sustained transformative leadership. Addressing these challenges is pivotal for the well-being of teachers and the overall success and progress of the educational institution.

4.1 CONCLUSIONS

Based on the findings, the following are the conclusions of the study:

1. School heads exhibit remarkable proficiency in articulating the school's vision and mission. Nevertheless, there is a noticeable disparity in their execution concerning acknowledging achievements and addressing setbacks.
2. The educational background and tenure of service play crucial roles in molding school heads' transformational leadership practices, while age exerts a comparatively minor influence.
3. Transformational leadership practices had the most significant impact on aspects related to inspiring and motivating individuals, whereas the influence was comparatively less pronounced in areas associated with individualized attention and consideration.
4. Transformational leadership practices showed the most significant impact on boosting teachers' inspiration and motivation, while the influence was relatively less pronounced in fostering aspects related to individualized attention and consideration.
5. The high correlation between the extent of transformational leadership practices and their influence on teachers' performance highlights a distinct influence in inspiring and motivating teachers. However, it indicates a relatively lower influence on stimulating critical thinking and providing personalized attention in the leadership approaches of school heads.
6. Resource constraints stand out as the predominant challenge affecting school heads' transformational leadership practices.

Consent
As per international standards or university standards, respondents' written consent has been collected and preserved by the author(s).

4.2 RECOMMENDATIONS

Based on the conclusions and findings, the following are the recommendations of the study:

1. To enhance the overall effectiveness of school leadership, it is recommended that school heads may focus on bridging the gap between their proficiency in articulating the school's vision and mission and the execution of recognizing achievements and addressing setbacks. Implementing a structured recognition system for academic accomplishments and a supportive mechanism for setbacks may contribute to a more balanced leadership approach. This may involve establishing regular forums for acknowledging and celebrating achievements, while also creating strategies for constructive feedback and learning from setbacks. Additionally, providing training and resources on effective communication and feedback may empower school heads to navigate the challenges associated with both acknowledgment and addressing setbacks, fostering a more holistic and supportive leadership environment.
2. Educational institutions may prioritize these aspects in leadership development programs. Investing in continuous professional development that combines educational insights with practical leadership skills may enhance the transformative capabilities of school heads. Moreover, acknowledging the influence of tenure of service, schools may consider mentorship programs that leverage the experience of seasoned leaders to guide and support those in the early stages of their careers.
3. To address the comparatively less pronounced impact in areas related to individualized attention and consideration, a targeted approach is advised. School leaders may implement personalized support systems for teachers, emphasizing a more individualized approach to professional development, mentorship, and addressing the unique needs of each staff member. Creating a culture of open communication and actively seeking feedback from teachers may help leaders understand and respond to individual concerns, fostering a more supportive and personalized working environment. By striking a balance between transformational leadership's motivational aspects and individualized attention, leaders may create a holistic and effective leadership approach that positively impacts both individuals and the overall school community.

4. School leaders may actively engage in creating an environment that values the unique needs and contributions of each teacher. Implementing mentorship programs, conducting regular check-ins, and providing opportunities for individualized professional development may contribute to a more personalized and supportive leadership style. By striking a balance between the inspirational aspects of transformational leadership and a personalized approach, school leaders may create a synergistic impact on both the motivation of teachers and the overall effectiveness of the educational institution.

5. Tailored strategies may be integrated. Leadership development programs may incorporate modules that guide school leaders in fostering critical thinking skills among teachers. This may involve promoting a culture of inquiry, providing opportunities for collaborative problem-solving, and encouraging continuous professional development that stimulates intellectual curiosity. Additionally, emphasizing the importance of personalized attention and consideration in leadership practices should be a key focus. Leaders may be encouraged to adapt their approaches to meet the unique needs of individual teachers, creating a supportive and nurturing environment. By addressing both the strengths and areas for improvement, educational institutions may optimize the influence of transformational leadership practices on teachers' performance.

6. Educational institutions should prioritize strategic resource allocation, identifying key areas that require additional support and investment. This involves conducting thorough needs assessments to understand the specific resource requirements for effective leadership practices. Collaboration with stakeholders, including school boards, local communities, and educational authorities, can facilitate the pooling of resources and the development of sustainable funding mechanisms.

7. The transformational leadership theory, while insightful, possesses certain limitations that warrant consideration in future research endeavors. One significant limitation is the theory's cultural bias, primarily rooted in Western perspectives. Future researchers may explore how cultural variability influences the effectiveness of transformational leadership in non-Western contexts, shedding light on cultural nuances that may impact the applicability of the theory.

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