

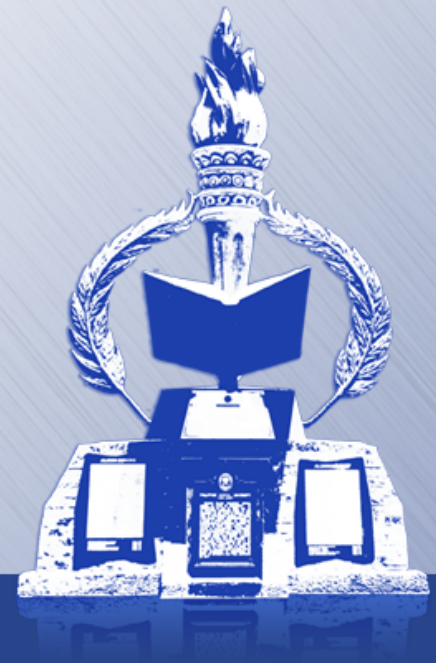


March 2019

On Becoming and Being a Transformational Leader: The Case of Selected Elementary School Principals

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ON BECOMING AND BEING A TRANSFORMATIONAL LEADER:
THE CASE OF SELECTED ELEMENTARY SCHOOL PRINCIPALS

A Thesis

Presented to the

College of Graduate Studies and Teacher Education Research

Philippine Normal University

Taft Avenue, Manila

In Partial Fulfilment

Of the requirements for the Degree

Master of Arts in Education

With specialization in Educational Management

By

FEI STA.MARIA REYES

March 2019

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-FSMRdc-

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ABSTRACT

Name	: Fei SM. Reyes
Title	: On Becoming and Being A Transformational Leader: The Case of Selected Elementary School Principals
Key Concepts	: Becoming and Being a Transformational Leader
Degree	: Master of Arts in Education
Specialization	: Educational Management
Adviser	: Caridad N. Barrameda, Ed. D.

The research is concerned with concerned in investigating if some of the selected elementary school principals were on the state of becoming and being transformational leaders by determining how transformational leadership was manifested by them in terms of the ff : idealized influence, inspirational motivation, intellectual stimulation; and individualized consideration which became the basis of the transformational leadership development program.

The case study method was utilized to determine the state of becoming and being a transformational leader. The purposive sampling involved five selected elementary school principal Bulacan Outstanding Administrators, Teachers and Supervisors (BOATS) awardees, and five teachers who had been under their leadership for at least three years. A semi- structured interview schedule was prepared by the researcher and was validated by five experts in the specialization in Educational Management. After the validation, in-depth interviews were personally conducted with respondents. Observations and document analysis were also used to support the data obtained.

The findings of the study revealed that the responses of teacher and principal respondents showed parallelism in terms of the principals' manifestations of transformational leadership qualities.

It showed that in the dimension of ***idealized influence***, principals manifested common transformational leadership qualities in terms of setting an example to be followed, envisioning high standards of performance, showing determination and confidence, communicating school goals and objectives; and displaying high level of ethical and moral conduct. On the other hand, one unique quality which is doing good deeds to influence others was manifested for this dimension.

In the dimension of ***inspirational motivation***, the principal respondents manifested common transformational leadership qualities in terms of increasing productivity by inspiring, linking individual teacher to organizational goals, fostering a strong sense of purpose among teachers, working harmoniously in the organization and aiming for one vision in attaining school goals.

In the dimension of ***intellectual stimulation***, the principal respondents manifested common transformational leadership qualities in terms of aiming for consistent innovation, thinking creatively and critically, using evidence-based on solving problems, creating knowledge through conducive environment and analyzing ideas before decision-making. Furthermore, there were two unique transformational leadership qualities manifestations in this dimension which is showing support in times of difficulties to their teachers and doing beyond what is expected.

In the dimension of *individualized consideration*, the principal respondents manifested common transformational leadership qualities in terms of ensuring fairness in the workplace, recognizing achievements to boost self- confidence, listening to each follower's needs and concern, encouraging professional development, and undertaking individualized career counseling.

Moreover, devoting time to achieve school goals and helping teachers to pursue graduate studies were unique transformational leadership qualities that were manifested.

Therefore, the five selected elementary school principal respondents manifested not exactly the same, some are common and unique transformational leadership qualities that are continuously evolving.

Furthermore, although the principal respondents were BOATS awardees, it would not necessarily mean that all of them will manifest transformational leadership qualities.

Therefore, a Transformational Leadership Development Program was developed based on the results of the findings of the study. The proposed transformational leadership development program is both beneficial to transformational leaders who are on the state of becoming and being. If they are already transformational leader there is still an avenue for improving and if they are on the process it will help them to become one. This is a continuous process and growth in becoming transformational leader.

CHAPTER 1

THE PROBLEM AND LITERATURE REVIEW

This chapter discusses the rationale behind the study and the theoretical and conceptual structures that formed the basis of the researcher's investigation of the theme. In this section the researcher presents the problem, the different literature and studies, the scope and limitation, significance of the study and the definition of terms used in the study.

Background of the Study

Nowadays school administrators are expected to cope with a rapidly changing world of work to be effective leaders at their schools. For this reason, they require abilities such as being team-oriented, strong communicators, team players, problem solvers, change-makers and transformational leaders (Lewis et al., 1998).

Modern school management considers the school organization as the focus of transformation. The presence of a leader has been indispensable as the contributor, provider of this transformation and is expected to take on the role of transformational leader in schools (Bottery, 2001). In addition, if leadership is accepted as a process of interaction between leaders and subordinates, it is where a leader attempts to influence subordinates' behaviors to accomplish organizational goals (Yukl, 2005). Likewise, transformational leadership lies on the opposite end of the spectrum in which this type of leadership strives to inspire and "transform" their employees to improve their performance (Burns, 1978).

Highly effective transformational principals, worked with teachers in groups in order to (a) develop better solutions to immediate problems; (b) stimulate greater motivation and

commitment on the part of teachers to a shared set of defensible goals regarding the implementation of such solutions; and (c) contribute to long-term growth in the problem-solving capacities of teachers (Leithwood & Steinbach, 1991). Another study identified principals' strategies which are transformational in effect. These strategies were: strengthening the school's culture; using bureaucratic mechanisms to stimulate and reinforce change; fostering staff development; engaging in frequent and direct communication; sharing power and responsibility; using rituals and symbols to express cultural values (Leithwood & Jantzi, 1990).

Presently, the term transformational leadership is the most contemporary view of leadership and has several meanings. Transformational leaders don't control their followers in fact, they understand their strengths or weaknesses, inspire them to go beyond their boundaries, stimulate them to become ingenious and give them opportunities for their development. Transformational leader may create an organizational situation where in the followers can also develop their own transformational leadership dimensions. At the present time, an extraordinary leader is vital, must act as the agent of change and a guide along the way up to the peak of success. In our educational setting nowadays, leadership of the school principals specifically transformational leadership plays a crucial part in elementary school administration.

Based on Bass's theory, transformational leadership includes four dimensions, namely idealized influence, inspirational motivation, intellectual motivation and individualized consideration. The first dimension of transformational leadership is the idealized influence, in which the leader behaves in ways that make them role models for their followers. Such leaders are admired, respected, and trusted. Followers identify with these leaders and want to emulate them. Among the things the leader does, to earn this credit is consider the needs of others over

his or her personal needs (Bass, 2002). On the other hand, the second dimension of transformational leadership is inspirational motivation which involves the ability to communicate clearly and effectively while inspiring workers to achieve important organizational goals. Transformational leaders are enthusiastic and optimistic when speaking about the future, which arouses and heightens their followers' motivation (Bass, 2002). Moreover, the third dimension of transformational leadership is intellectual stimulation which is displayed when leaders create a culture of active thinking, and this culture encourages followers to become more involved in the organization (Bass, 2002). Lastly, the fourth dimension of transformational leadership is the individualized consideration which is displayed when leaders pay attention to the developmental needs of followers, and support and coach the development of their followers (Bass, 1999).

In addition, transformational leadership, understood better by associating with the collegial style of management exists not only in superior-to-follower relationship but also in the relationship of follower-to-superior and among followers. Among school heads, teachers and students, transformational leadership in the school setting might be observable (Bush, 2008). In the same vein, the most important competence of a transformational leader, beside the capacity to negotiate and control transactions, is their capacity to create and communicate an attractive vision that followers will adopt and follow (Sarros & Santora, 2001) which is true in the statement of Sergiovanni (2007) that transformational leaders seek to inspire and empower members of the organization to focus on a common vision and to take ownership of the change process through a collaborative approach. It encourages teachers to focus on the organizational purpose, its shared beliefs, and the incorporation of a team. The transformational leader is more concerned with the process of how to get to results, rather than the results. The

members of the organization have the opportunity to determine the best path to take to reach goals, insuring the pathway meshes with the organizational beliefs and purpose. The focus on a shared vision and collaboration builds a strong school culture and commitment of faculty and staff.

Moreover, elementary school principals are expected to be transformational leaders. Leaders who were found outstanding in the four dimensions of transformational leadership can bestow with important professional and personal support to teachers as well as to other school principals that transform them into a group of educators who are willing to work beyond the call of duty. They work amicably with their colleagues so that they can show their expertise in the formulation of plans, programs, activities and projects for the attainment of better quality education.

The tasks and responsibilities of transformational leaders are definitely challenging. Becoming a transformational leader is not an easy task and it will take time to become one. In order to become a transformational leader a principal must manifest transformational leadership qualities such as idealized influence, inspirational motivation, intellectual stimulation and individualized consideration. At the same time, they must undergo some stages, steps or processes, must reflect on their own strengths, weaknesses, responsibilities, must work hard, become a risk-taker, always look for opportunities, must be a good communicator and great collaborator. However, if a principal is in the state of being a transformational leader, it does not necessarily mean that his/ her manifestation of transformational leadership qualities will stop there. The manifestation of transformational leadership qualities in terms of idealized influence, inspirational motivation, intellectual stimulation and individualized consideration has no endpoint, it will continue to develop and cultivate. There are instances that principals'

manifestation of transformational leadership qualities may be common or sometimes unique with other principals. Although becoming and being transformational leaders are two different perspectives but it is connected and will continue to evolve.

On the other hand, in the province of Bulacan, an annual recognition is given to Bulacan administrators and teachers who have served the youth with exemplary competence and dedication. The search for Bulacan Outstanding Administrators, Teachers and Supervisors (BOATS) is open to all division/ district supervisors, public school administrators/principals and teachers who have been serving for at least five years in Bulacan. Also, if the administrators, supervisors and teachers want to become an awardee they must have brought honor and prestige to teaching profession through unquestioned morality, integrity and conscientiousness as evidenced of respect and high regards of his/her teachers, students, peers, superiors and subordinates and the community. Also, an outstanding performance, achievements in professional and civic endeavors aside from school.

Hence, this study sought to find out if an outstanding elementary school principal awardee specifically in Bulacan manifest common or unique transformational leadership qualities such as idealized influence, inspirational motivation, intellectual stimulation and individualized consideration. At the same time, who among them are transitioning of becoming or being transformational leaders.

Therefore, the results and findings of this current study form the basis of a transformational leadership development program that geared towards the continuous professional development of elementary school principals. This program is essential and could be of great help to elementary school principals to further develop and cultivate their transformational leadership qualities needed in handling/ leading their schools.

LITERATURE REVIEW

This chapter presents various related literature and studies which have bearing on the present study. This research is supported by both foreign and local literature to strengthen the validity of the study.

Leadership

Leadership is a complex phenomenon on earth. Different theories, views, definitions and concepts on leadership have emerged to help the researcher to understand the underlying significance of it. Traditionally, leadership involves the leader, followers, situation and relationship with a group. Some leadership researchers have focused on the personality and behaviors of the leaders, others have studied the relationship between leaders and followers still other have studied how aspects of the situation affect leaders' action.

Leadership is the most studied and least understood concept of any in the social sciences and that had never had so many labored so long to say so little (Clausen, 2014). Such sentiments reflect the reality that leadership is a highly context- driven enterprise. What represents leadership in one context may not reflect effective leadership in another. Additionally, there are also important definitional issues that have muddled the water of progress in the study of leadership. Leadership has at times been a catchall term for such different attributes as the ability to motivate others, management skill, the ability to bargain or coerce, as well as the ability to create strategies (Klein et al., 2010).

Researchers usually define leadership according to their individual perspectives and the aspects of the phenomenon of most interest to them. Most definitions of leadership reflect the assumption that leadership involves a process whereby intentional influence exerted over other

people to lead, structure, and facilitate activities and relationships in a group or organization (Yukl, 2006). Perhaps the subtlest, and therefore most elusive, dimension of leadership concerns values. For some, the word leadership is a totally value-neutral term. Anyone who influences others is a leader regardless of whether the impact is positive or negative. A leader is someone with the power to project shadow or light onto the world around him. The outcome can be a world as light-filled as heaven or as shadowy as hell (Palmer, 2000). Leadership is a process of influencing and supporting others to work enthusiastically toward achieving objectives. A critical factor that helps an individual or a group to identify their goals, motivate and assert them in achieving the stated goals (Newstorm & Davis, 1993).

In addition, leadership is a process of directly influencing the activities of individuals or a group of people in efforts towards goal attainment. It involves a force that initiates actions both in followers and in leaders (Bush, 2005). As stated by Fajardo (1996) a leader must be someone to have a basic concern for developing attainment of group goals; and group maintenance. Leadership is a crucial quality that someone must exert if a group is to come into being and continue to exist.

In the same vein, Northouse (2004) identified four common themes in the way leadership now tends to: (1) leadership is a process; (2) leadership involves influence; (3) leadership occurs in a group context; and (4) leadership involves goal attainment. Leadership is a process whereby individual influences a group of individuals to achieve a common goal. Miller et al. (2007) defined leadership as the activity of influencing others to strive willingly for group objectives. Additionally, leadership is a process of influencing the actions of an organized group in goal setting and accomplishment. The productive leader is characterized for a strong drive for responsibility and task completion, vigor and persistence in pursuit goals,

venturesome and originality in problem solving, drive to exercise initiative in social situations, self- confidence and sense of personal identity, willingness to tolerate frustration and delay (Covey, 1997).

Leadership is the most pressing issue for the organizations nowadays. The leaders are individuals who establish direction for a working group of individuals and who gain responsibility from this group and who then inspires members to achieve the track's outcomes (Conger, 1992). In addition, Bolden (2004) stressed that leadership/leader is either a person who is in charge and has authorities. To take decision and has powers to implement his/her decisions or a process having a set of other authoritative process about organizational, personal or social process of influence for which the groups, teams or organizations can do more to increase their ability.

The term leadership has multiple definitions, concepts and angles. Hence, leaders are the key agents of change to improve their organization's performance. They try to elicit change through their guidance and supervision. Another view stated that leadership is different. Motivation and inspiration energize people, not by pushing them in the right direction as control mechanisms do but by satisfying basic human needs for achievement, a sense of belonging, recognition, self-esteem, a feeling of control over one's life, and the ability to live up to one's ideas. Such feelings touch us deeply and elicit a powerful response (Young, 2002).

Similarly, the study of Diaz (1999) sought to determine and analyze the leadership behavior of principal in selected private schools in Parañaque City, the teacher respondents describe the leadership behavior of principal as high in two dimensions. A relation exists in consideration, initiating structure, leadership behavior in general and in job satisfaction.

Principals who are high on both these structures are ideal and will have a high rating on their administrative effectiveness. Additionally, the study of Tadeo (2009) focused on the human relations practices and leadership behaviors of secondary school heads in Olongapo City. The results of the study revealed that school heads leadership behavior in relation to consideration and initiating structure of the school heads were practice by them. Moreover, the study of De Luna (1994) stressed that administrators should maintain their leadership behavior on initiating structure, uphold the standard set for consideration to assure the fullest cooperation and involvement of teachers. Hence, the two leadership dimensions got a high rate by the principals themselves and their teachers.

Another study was conducted by Tan (1999) on the leadership styles of principals of Don Bosco School as perceived by themselves and by the teachers. He revealed that there were no significant differences between the perceptions of the leadership styles of principals themselves and teachers. The study further showed that the age, teaching experience and educational background of the teachers, significantly related to the perceived leadership styles of their principals.

Likewise, Plessis (2008) described the leadership practices of eight women superintendents of public school division in the Commonwealth of Virginia. The respondents were examined through self-perceived leadership practices and their reflections of these practices. The researcher used interviews, member checks, field notes, a reflexive journal and completion of the Leadership Practices Inventory-SELF. The findings of the study resulted in eight self-described leadership practices by the women superintendents: consistent and accurate communication, visibility, limited delegation, collaboration, remaining poised, accepting

personal sacrifice and self-education. On the other hand, based on the findings of the study of Ditucalan (1997) the local government executives of Lanao del Norte utilized a leadership style which was effective with subordinates who might be on the way to being responsible, but who still needed a high level of emotional support on account of lack of maturity. Their political behavior was desirable and conflict management capabilities varied from one situation to another. Thus, superiors such as principals, superintendents and government executives were the main respondents of the studies that focused on their leadership styles and practices.

On Becoming a Transformational Leader

Leaders play a big role and responsibility in the success of achieving the vision, mission, goals and objectives of an organization. In this manner, before they can lead, inspire, influence and motivate they go through several stages, steps and experiences for them to become a leader. Bock (2006) stressed that, It seems like there's only one thing that a person needs to actually be born with to be a leader later in life, that's intelligence. A leader needs to be smart enough. It seems that the only quality one needs to become an effective leader is to have the smarts enough to put the work into developing his or her leadership skills.

Johns (2014) stated in his article on *Becoming a Transformational Leader* that reflection is learning from everyday experiences with the intent of realizing desirable practice. Through reflection, the practitioner gains insights into self and practice that can be applied either intuitively or deliberately in future situations. Various frameworks are needed to utilize to focus the meaning of transformational leadership and to mark its reflexive development. Many tasks

help structure the learning process for the would-be transformational leader. However, Schuster (1994) listed the qualities for the transformational leader to cultivate offers a reflective framework such as holding a vision for the organization that is intellectually rich and stimulating, being honest and empathetic, set aside your own interests and evince a concern for the whole. While reflecting on specific experiences, a leader can use these characteristics to check out his or her leadership development. Over time, these characteristics have been internalize and, in the process, are increasingly practicing.

In the study of Clare (2003) on *Becoming Leaders: An Investigation into Women's Leadership in Male- defined and Male Dominated Profession*. The study examined how women become leaders within male-dominated professions, including law, business, politics, the military and the academy. In studying women's performance in terms of the corporal and spectacular, the investigation seeks to understand how particular women enact leadership through their materiality within specific times and places. The research is located within and between the paradoxes that complicate the performances of leadership for women. One key paradox serving as a rational for this investigation is that, while equity has become a truism of contemporary leadership, it is clear from formal reports that many women continue to marginalized and under- represented as leaders and senior manager. Moreover, those few women who have achieved success often acknowledge themselves as both legitimately and differently- and sometimes awkwardly, located as leaders in the everyday enactments of their work.

However, to have a lasting transformative impact, the three interrelated pathways of awareness, commitment, and practice need to merge. If all three are present and operating, breakthroughs will occur, and growth would be sustained. If any one of the three is absent, the

results will dissipate over time. Transformation cannot occur without practice, the element that breathes life into a person's awareness and commitment. The seven pathways are not stages of development, but ongoing, interrelated growth processes. When arranged together, they be an integrated whole, with each path supporting progress. The realization that it does not lay out easy steps on how to become a leader, but it will give tools to reflect explore and pursue your leadership role in life. It will help people to explore, realize and reflect on their own skills, abilities and personal experiences that will lead them to become a great leader. Although it is not easy to become a leader but the pathways will be of great help and will serve as the guide in fulfilling it.

Furthermore, Blanchard and Miller (2012) stressed that great leaders grow, becoming a leader for life. Our capacity to grow determines our capacity to lead. They suggested that to become a great leader you must grow; the word grow comprises of four letters:

- a. Gain knowledge .Understand your own personal strengths and weaknesses. Understand the people you lead on a deep level. Create a detailed, written, personal development plan.
- b. Reach out to others. Look for ways to invest in the growth of others. Have ongoing mentoring relationships with emerging leaders. Share what you learn with others. Create, and communicate, your leadership point of view.
- c. Open your world. Look for new opportunities to grow at work. Seek new experiences outside the workplace. Get a mentor and see every day as an opportunity to grow.
- d. Walk toward wisdom. Be honest with yourself. Feedback is about the past. Counsel is about the future. Seek feedback from personal "truth tellers." Seek counsel from mentors. Learn to ask profound questions.

An article on the five steps of becoming a transformational leader by Inam (2011) stated that transformational leaders could tap into the discretionary energy, the full creativity and potential within themselves and within the people around them. These transformational leaders are characterized as purpose-driven; they play the role of mentor and coach to the people around them; and they inspire others by their own passion, and by creating a culture of trust and high integrity. The following are five-step processes on how to become a transformational leader: (1) To decide to become a transformational leader in your organization, team, or community; deciding to be a transformational leader means you must step out of the audit mode and pursue life and work with greater awareness, purpose and tenacity; (2) To have clarity about their purpose, this great clarity about their purpose helps them deeply engage in the work that they are doing; (3) To have clarity on core values by articulating and “walking the talk” on their values, leaders instill trust in organizations; (4) To have innovate skills, this is what makes them so valuable to organizations; what drives their passion for innovation is their desire for impact, and what makes them invaluable change agents is their ability to enroll others in the change process; and (5) to enroll people around them, what makes this easy is that their passion and sense of core purpose is contagious.

Moreover, Miranda and Media (2016) stated that some leaders get others to follow them by giving orders and making plans. Transformational leaders inspire others to follow through motivating, encouraging change and having an enthusiastic passion for what they do. Transformational leaders lead by changing people. There are steps on how to become a transformational leader. First, you must get excited or passionate about your work because a transformational leader leads through enthusiasm and excitement. Next, is to define a purpose for yourself as a leader and explain how your current position helps you achieve that purpose.

You must get others to be excited about your purpose and examine how each action you take as a leader will help you achieve that purpose; then, define your values, ask yourself which characteristics of personality and aspects of life are most important to you. Transformational leaders inspire others, and it is difficult to inspire if you are not acting in a way that is consistent with your own values; and the last step is to learn how to act as a coach or mentor to others. Practice making others the focus of your meetings rather than yourself and place an emphasis on listening rather than talking. Remember that being a transformational leader takes time. You must transform yourself into a person who is passionate about your work and acts according to your values before others will see you as one to emulate.

Hinkin (2011) stressed that leadership has many definitions, but the essence of leadership involves influencing people toward a desired objective. Leaders do not push followers. They pull them. Leadership does not exist in a vacuum but emerges only with the consensus of followers. Simply being in a leadership position does not automatically make you a leader. The following are the five steps on becoming an effective leader based on an extensive body of research: (1) be self-aware; (2) understand your organization; (3) establish objectives and provide guidance toward those goals; (4) acknowledge good performance and correct poor performance; and (5) be flexible and willing to adapt.

In the study of Kadyrkulova (2008), women and men's leadership style are interrelated and have different characteristics. They try to adopt each other's style of leadership to be competent as leaders. In addition, interpersonal skills and professional competence are important. Male and female could use these skills, and all above mentioned too, achieve results and reach their goals. Therefore, anyone can become leaders and must follow these strategies:

attention through vision, meaning through communication, trust through positioning and the deployment of self through positive self-regard.

Transformational Leadership

Transformational leadership builds on humans' need for meaning its preoccupied with purposes, values, moral and ethics transcend meeting long term goals without comprising human values and principles, separates cause and symptoms and works at presentation; values profit are the basic of growth is proactive (Covey, 1991).

At the same time, transformational leader must behave in a way that will make him/her a role model for their followers. Such leaders are admired, respected, and trusted. Followers identify with these leaders and want to emulate them. The leaders share risks with followers and are consistent rather than arbitrary. He or she can count on to do the right thing, demonstrating high standards of ethical and moral conduct. He or she avoids using power for personal gain and in fact uses his or her power only when needed (Avolio, 2002).

In addition, Burns (1978) appears to have been influenced by Abraham Maslow's Theory of Human Needs which recognizes that people have a range of needs, and the extent to which they will perform effectively in the workplace, affected by the extent to which these needs are satisfied. Transformational leadership fits into the higher levels of the hierarchy of Maslow, as it requires a high level of self-esteem and self-actualization to be successfully an authentic transformational leader.

Burns (1978) developed, elaborated and conceptualized the theory of transformational leadership and then Bass (1985) later expanded the scope to include leadership within organizational settings. Since then, transformational leadership has become one of the most

widely studied leadership styles due to its emphasis on changing workplace norms and motivating employees to perform beyond their own expectations (Sandell, 2012).

Moreover, Bass (1985) added to the initial concepts of Burns (1978) to help explain how transformational leadership be measured, as well as how it affects follower motivation and performance. The extent to which a leader is transformational, it measured first, in terms of his influence on the followers. The followers of such a leader feel trust, admiration, loyalty and respect for the leader and because of the qualities of the transformational leader are willing to work harder than originally expected. These outcomes occur because the transformational leader offers followers something more than just working for self-gain; they provide followers with an inspiring mission and vision and give them an identity. In addition, this leader encourages followers to come up with new and unique ways to challenge the status quo and to alter the environment to support being successful.

The traits of transformational leadership is understood, as a power, which increases followers' motivation by: activating higher needs of followers, appealing to moral ideas and empowering followers (Yukl, 1989). In the same viewpoint, Mullins (2005) discussed that transformational leadership is a process whereby leaders can transform their own goals into those of the organization for the good of the organization and the members within that organization. Transformational leaders can provoke higher levels of motivation and commitment among followers by creating feelings of trust and loyalty by empowering, consulting and delegating. Transformational leaders promote creativity, positive team spirit and challenging working environment, thus achieving increased level of performance through highly motivated workforce (Giron, 2005). Likewise, transformational leadership is a type of leadership in which interactions among interested parties are organized "around a collective

purpose” in such a way that transform, motivate, and enhance the actions and ethical aspirations of followers (Simola et al., 2012). On the other hand, Avolio (1994) emphasized that transformational leadership is seen when leaders: stimulate interest among colleagues and followers to view his work, generate awareness of the management and values of the team and organization. Transformational leader motivates others to do more than they thought possible. They set expectations that are more challenging and typically achieve higher performance.

Over the past four decades, the concept of leadership has become increasingly more complex. Thus, Stewart (2006) argued that transformational leadership continued to evolve, adequately respond to the changing needs of schools in the context of educational accountability and school reform. Although there is a considerable debate emerged over the most suitable model for educational leadership. Researchers continue to pursue several studies on it specifically the transformational leadership. In the study of Hay (2006), people who have exhibited the features of a transformational leader for many years even though the idea of transformational leadership is somewhat recent. Genghis Khan was a transformational leader who, throughout the late 12th and early 13th centuries, united ferociously independent Mongol tribes to create one of the biggest land empires ever seen. In addition, Hay (2006) said that Lou Gerstner – retired Chairman and CEO of IBM is another transformational leader. He made IBM as one of the greatest commercial institutions on Earth from the 1960s-1980s. Gerstner, completely transformed the culture of the organization through exemplar, modeling desired manners and eradicated IBM’s disreputable dress code. In addition, General Colin Powell from military and government sector conquered fixed racial discrimination (particularly in the US military) and low institutional expectations of African Americans. He successfully became the

first African- American US Secretary of State, a position some said he filled with vision and the characteristics of a transformational leader.

Similarly, transformational leadership has intuitive appeal (Northouse, 2010). It has widespread appeal because it provides a vision of the future. People desire a better future and that begins with a vision. Vision is important for two reasons: a) Without vision people perish (Prov. 28:18, New International Version), and it is the driver for social change. There are many kinds of leaders, including "a leader of social change" (Taylor, 2014). There are men and women who devoted themselves to improve the lives of other people around them. Mother Theresa, Nelson Mandela and Martin Luther King, Jr., would be prominent examples of social change agents. In addition, Yukl (1999) draws some tips for transformational leadership: a) develop a challenging and attractive vision, together with the employees, b) tie the vision to a strategy for its achievement. c) develop the vision, specify and translate it to actions d) express confidence, decisiveness and optimism about the vision and its implementation ; and e) realize the vision through small planned steps and small successes in the path for its full implementation.

Additionally, Wren (1999) presented as excerpts of Conto's article: *The Transformation of Transforming Leadership* in the book he edited, *The Leader Companion*. The direction of influence of transformational leaders may expand a followers' portfolio of needs: transform a follower's self-interest, and elevate a follower's need to a higher Maslow level. Similarly, Steers (1991) asserted that transformational leadership approached to the study of leadership on the idea that effective leaders are those who can influence major changes in the attitudes and assumptions of subordinates and build commitment to the organizational goals and overall mission. Moreover, Wang and Howell (2010) argue that transformational leadership will be the

focus on the individual and group levels. The influence of the leaders strengthened by their interest in the followers as individuals. Transformational leaders strive to understand employees' abilities, needs, and offer them coaching and mentoring to overcome any weaknesses. At the group level, transformational leadership develops common values and beliefs, and inspires unity to reach group goals.

In the same vein, transformational leadership lies in the leaders' ability to inspire trust, loyalty and admiration in followers. It builds relationships, gives larger meaning to activities and enlists followers by focusing on intangible qualities such as vision, shared values, and ideas (Hai Nam & Sherif , 2011). Additionally, Cunningham and Cordeiro (2000) describe transformational leaders as visionary, change agent and adept in dealing with multifaceted matters, such as improving staff, guiding employees, gathers resources and act to work-related challenges.

Furthermore, Codilla (1998) said that the basic of theory of transformative leadership is by describing clearly what a transformational leader does: transformational leaders are shapers of values, creators, interpreters of institutional purpose, exemplars, pathfinders and molders of organizational culture. They are persistent and consistent. Their visions don't blind other but empower them. Such leaders have a deep sense of the purpose for the system and a long-range strategic sense, and these provide a sense of overall direction. In addition, in the study of Quides (2008) it is stated that to realize the school principal's vision, they need skills in improving and/or enriching their school environment, enrich their curriculum that should be goal oriented, administer and manage their school resources, open- channel of communication network, professional growth and development of teachers through staff development programs and improve the school's holding power. Similarly, in the study of Brown (2003) on leadership and

organizational transformation identified twelve competencies, which characterize transformational leaders. There are four clusters: (a) visionary (creates vision and strong values); conceptual (system thinker, knows the business); interactive (empower others, aligns around common interests, balances, business and personal needs, involve others; and (d) personal (risk taker, persistent energy and drive open and visible, good communicator).

On the other hand, Perdiguerra (2004), recommended a five-day staff development program for school heads of Binangonan I, II and III Districts, Division of Rizal. This training will focus on improving transformational leadership styles of school heads (principals, head teachers and teacher-in-charge). The purpose of the staff development program is for the school heads to improve their transformational leadership style in the following areas: building shared vision, improving communications, developing collaborative decision-making process and reviewing commitment.

Correspondingly, Griffin (1990) pointed out that transformational leadership goes beyond ordinary expectations by transmitting a sense of mission, stimulating clear experiences, motivating and inspiring new ways of thinking. In consideration, Robbins and Judge (2007) explain transformational leadership as leaders who inspire followers to transcend their own self-interests and who are capable of having a profound and extraordinary effect on followers.

Another viewpoint of transformational leadership by Howell and Avolio (1993) stated that transformational leadership encourages innovation and creativity and creates advantages for organizational performance. In addition, the study of made by Gumusluoglu and Ilsev (2007) proposes a model of the impact of transformational leadership both on followers' creativity at the individual level and on innovation at the organizational level. The results suggest that transformational leadership has important effects on creativity at both the

individual and organizational levels. Besides, transformational leadership influences employees' creativity through psychological empowerment. Further, transformational leaders stimulated their followers' efforts to be innovative and creative by questioning assumptions, reframing problems and approaching old situations on new ways. There is no public criticism of individual's mistake. The followers are encouraged to try new approaches and their ideas. The individually considerate leader listens effectively. The leader delegates task as a means of developing followers. Delegated tasks, monitored to see if the followers need additional direction or support and assess progress (Tendoy, 2010).

The following are the three elements of transformational leadership : a collaborative shared decision-making that involves the importance of including other members of staff in decision-making; an emphasis on teacher professionalism and empowerment that accentuate high professional standard; clear understanding of change and how to inspire others to work towards it (Wilmore & Thomas, 2001). Thus, Santiago (2006) explains that transformational leadership theory has evolved once rapidly intensified level of competition in the global level has revealed serious shortcomings of transactional leadership style. Namely, changing market conditions have necessitated increased level of involvement of employees at all levels for decision making, as well as, the level of motivation of the workforce has become the matter of survival for many industries in the global marketplace.

In the same manner, Ibay (2004) conducted a study on transformational leadership behavior, communication competence and decision-making practices of Secondary school managers in the Division of Quezon City and their effects on teachers' job satisfaction and performance. The study used survey technique focusing on two sets of respondents: school heads and teachers. On the other matter about transformational leadership behavior, Ibay finds

that it has significant effect or influence on job satisfaction of teachers. Several researchers such as Catanyag (1998) studied the effect of transformational leadership behavior of public secondary school principals in the National Capital Region (NCR) on school effectiveness as indicated by student achievement, retention rate, completion rate and the teacher-subordinates, principals' immediate supervisors, PTCA officers' satisfaction with the principals' leadership abilities. The principals got the highest mean in inspiration dimension followed by intellectual stimulation, individualized consideration and attributed charisma. On the other hand, the study of Guia (2012) focused on the development of a reflective transformational supervisory model (RTSM). It is based on the extent to which transformational leadership and reflective supervisory practices of instructional supervisors have been manifested in the process of their supervision of instruction constituted the main task of this piece of academic work. The model has been described as collaboration, support, reflective, and process approach to instructional supervision which consists of two important components such as transformational leadership and reflective supervisory practices. The model is expected to provide instructional supervision, knowledge, guidance to develop skills and behaviors he or she needs to become a reflective transformational supervisor. The one who is viewed as one would enable supervisor and teachers to vision alternative methods for delivering instruction towards richer learning opportunities for students the studies focused not only on transformational leadership of the school heads but also its relation/effect to teachers and school performance.

In the study of Abelardo (2004), she attempted to find out the implementations of transformational leadership behavior, managerial communication competence and decision-making practices of elementary school managers on teaching performance. The following are the results of the study: (a) the profiles of the elementary school managers do not have

significant correlation with their transformational leadership behavior, managerial communication competence, and decision-making practices; and (b) the results indicate that the transformational leadership behavior, managerial communication competence and decision-making practices of the school manager is significantly related to each other. Similarly, Baytec (2002) focused in his study on the transformational leadership, managerial communication competence and performance of public school's district supervisors. Attributed charisma, inspirational motivation, intellectual stimulation and individual consideration the dimensions of transformational leadership are very significantly related. Managerial communication competence, very significantly related with transformational leadership behavior in its dimensions. Both studies focused on transformational leadership and managerial competence of the head of their school and district.

Comparably, Dela Cruz (2000) investigated the transactional and transformational leadership styles of Secondary School Heads in the Division of Laguna. The study made use of the descriptive method of research, which involved recording, tallying, analysis and interpretation of pertinent data under investigation. Her study revealed that teachers have high assessment on the transformational skills of their school heads. On the other hand, the school head have excellent assessment on their transformational skills. They perceived that they have made their teachers improve themselves on the different areas of transformational leadership. Similarly, Tendoy (2010) conducted a study on determining the transactional and transformational leadership behaviors of elementary school heads and teachers' job satisfaction in selected elementary schools in the congressional district of the Department of Education, Northern Samar. On the transformational leadership behavior of the school administrators in

terms of idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration, the administrators themselves indicated “always.” The teachers on the other hand indicated slightly different on the transformational leadership behavior of their school administrators. In addition, Tipones (2005) conducted a study on the how the school heads made use of both transactional and transformational leadership in leading their schools. He observed that the principals are constant in displaying contingent reward, management by exception, and charismatic behavior. Among the principals’ personal variables, merely the educational attainment significantly affected the transformational leadership behavior of the school heads mainly in intellectual stimulation. On the other hand, Fullecido (2005) in her study about the influence of transformational and transactional leadership styles of elementary school administrators on the morale of the teachers suggested that morale must be improved, cultivated and preserved. In fact, the elementary school administrators play an important role in the development of morale among the respondents. Although the research locations and respondents of the studies are dissimilar, all researchers focused on the transformational leadership styles as well as transactional leadership behaviors of their school heads. Likewise, Namit (2001) focused on the transactional and transformational leadership behavior of middle school level managers in selected daughters of charity schools in Manila. The study used contingent reward, managing by exception, attributed charisma, inspirational motivation, intellectual stimulation and individualized consideration on identifying what dimensions of transactional and transformational leadership behavior the middle school level managers have. The survey utilized the school head questionnaire, patterned from Bass and Avolio’s Multifactor Leadership. Based on the results it revealed that the middle school level managers used a combination of transactional and transformational leadership behavior,

relevant for leadership effectiveness. Although the research locations and respondents of the studies were different, all researchers focused on the transformational leadership styles as well as transactional leadership behaviors of their school heads. Furthermore, Perdiguerra (2004) studied the Transformational leadership styles of school heads of Binangonan I, II and III Districts, Division of Rizal basis for staff development program. He finds that: teachers rated high the transformational leadership style of their school heads along the following areas (a) building shared vision, (b) improving communication (c) developing collaborative decision making process and (d) reviewing commitment. Although the research locations and respondents of the studies were dissimilar, all researchers focused on the transformational leadership styles as well as transactional leadership behaviors of their school heads.

The study of Barrameda (2000) highlighted the transactional and transformational leadership behaviors and total quality management competencies of principals: their relationship to school effectiveness. The study revealed that the principals possessed transactional and transformational leadership behaviors such as contingent reward and management-by-exception/ inspiration, individualized consideration, intellectual stimulation and attributed charisma. The perceptions of the four groups of respondents of transactional and transformational leadership behaviors of secondary school principals do not differ from each other. On the other hand, Seligbon (2004), studied the relationship between transformational leadership behavior skills among State Universities and Colleges (SUC) managers that correlate with the Organizational Development (OD) and Total Quality Management (TQM) practices in Region II. It dealt with the following factors: age, gender, religion, highest educational attainment, position held, NCC rank, cultural identity, seminars attended, membership to

professional organizations, experience and membership to civic organizations. The result showed that the transformational leadership behavior skills (TLBS) vary from high to very high positive correlation with the components of Total Quality Management (TQM). The studies have different respondents but both focused on transformational leadership and TQM practices of leaders. Both studies focused on transformational leadership and TQM practices of leaders though they have different respondents.

In the study of Stanford (2015), he focused on the development of transformational leadership model with an emphasis on the impact of early life experiences. The areas of emotional intelligence, environment and belief system assessed to gain a deeper understanding of the factors that contribute to outstanding leadership development. Likewise, Nash's (2012) study explored the effect of antecedent experiences on transformational leadership skill for a sample of K-12 education leaders from the Northwest region of the United States. The study surveyed 400 K-12 education leaders from the Northwest region of the United States as defined by the NWAC. The NWAC chosen as a target population for this study because the organization is interested in promoting research into the most effective methods of school leadership, and promotes a culture of continual growth through its peer review system. Additionally, Qua (1995) in her article entitled *A Leader is a Master of Himself* affirms that today's leadership is transformational. She adds that transformational leadership involves remapping the terrain of one's life experience in search of one's soul, core character, beliefs and spiritual values. True leaders discover a sense of knowing and develop insight. They evolve a sensitivity and empathy to the needs of their followers and let their lives embody further their followers' dream and aspirations. The studies gave an influential effort about the life experiences and behaviors that influence the progress of transformational leaders.

In a different setting, Robbins (2001) in his study with senior executives and military officers confirmed that their transformational leaders' vision and expectations motivated them to work ridiculous hours, produce outstanding / excellent results, and express total commitment. Informants of Bass (1999) described these high-performance leaders as persons they wished to imitate. At the same time, leaders who gave followers a sense of autonomy and fostered their self-development. Treated followers as friendly, informal and equal way, like as benevolent parent who was always accessible. Provided a model of integrity, fairness and high standards while being capable of formality and firmness. Encouraged subordinates with advice, help, support, recognition and openness, while sharing knowledge and expertise; and prompted reactions respect, reverence, and trustworthiness. Similarly, Dibley (2009) studied the relationship between the South African (SA) Army officers' transformational leadership attributes and the way in which these attributes may result in higher levels of work engagement. The findings of this study indicated that leaders who practice transformational leadership, namely idealized influence, inspirational motivation, intellectual stimulation and individualized consideration together with constructive transaction may probably influence their followers in terms of their work engagement (vigor, dedication and absorption). Likewise, Huse (2003) studied the Transformational Leadership in the Era of Change a Monograph for the School of Advanced Military Studies. This monograph outlined the framework of transformational leadership in terms of its four major components: (1) idealized influence, (2) inspirational motivation, (3) intellectual stimulation, and (4) individualized consideration. Examination of the study showed that transformational leaders are effective. In analyzing the case studies of General Marshall and General Deputy, and incorporating the selected evaluation criteria, both showed evidence of true transformational abilities, and incorporated these traits and

characteristics into their decision-making and both produced successful change. Additionally, Whittred (2008) studied a qualitative exploration into the transformational leadership styles of senior police women. This study explored how the police performance culture poses obstacles for transformational leaders. In this study, the participants described themselves and other positive police leaders possessing transformational qualities including empowerment, trust, supportiveness, motivation and emotional intelligence. They also demonstrated true concern that police performance culture significantly hindered their ability to be transformational. The transformational leadership of leaders in military and police were the subjects of the studies. It means that whatever organization you belong to, transformational leadership is observable.

Some researchers focused their work on teachers' perception of transformational leadership. A study conducted by Horn- Turpin (2009) stated the effects of transformational leadership behaviors on the factors of teaching efficacy, job satisfaction and organizational climate as perceive by special education teachers. This study, conducted in public school districts located in region seven of the Commonwealth of Virginia. Transformational leaders can raise levels of satisfaction and commitment among their special education teaching staff by being compassionate, reachable, reducing role overload, and teaching roles among both general and special educators, listening to special education teachers, and make certain the school climate is conducive in building relationships. Correspondingly, Sumook (1997) conducted a study on the relationship of transformational and transactional leadership performance of teachers. This study uses a combination of descriptive and experimental method as the investigation does not only focus on the demographic information of the groups of respondents, but also on the levels and effects of the sets of variables on the teachers' performance. The more professionalism is emphasized, the less leadership is needed. When the ideals of

professionalism begin to take hold in a school, principals can spend more quality time dealing with a support for school in issues of teaching and learning. The studies focal point is on the teachers' transformational leadership on their organization.

A research conducted by Galilea (2000) on the effects of transformational leadership on organizational performance. She used the descriptive type of research to quantify the profile of the public executives on selected personal and socio-demographic variable, organizational performance, and transformational leadership behavior. He found out that: (1) there is a significant effect of transformational leadership behavior on organizational performance; and (2) transformational leadership behavior with a set of control variables significantly affects organizational performance. In the same manner, Cayaban (2004) conducted a study on school heads' transformational leadership behavior as related to their performance. He made his study in the Division of Tarlac composed of thirty elementary school heads randomly selected during the school year 2003-2004 and one hundred and fifty (150) teachers who evaluated the performance of their school heads. These teachers were selected by random sampling. On the other hand, the study of Acosta (2010) dealt only with the influence of the principal's transformational leadership to teacher's performance and quality of education of Central Luzon Conference (CLC) elementary school level. The following are the dimensions of principal's transformational leadership: charisma or idealized influence, inspirational motivation, intellectual stimulations and individual consideration. The respondents of the study were the (thirty) 30 elementary schools of Central Luzon Conference of Seventh- day Adventist with (thirty) 30 principals/ head teachers and 135 elementary teachers. Likewise, Mayor (2004) in his study transformational leadership style of heads vis-à-vis work performance of employee, Subic Bay Metropolitan Authority. He found out that: (1) there is a significant difference on

the perception of those with satisfactory performance and those with very satisfactory performance on the transformational leadership behavior of the heads. The perception of those with satisfactory performance, and (2) that there is no significant difference between the perceptions of the respondents on the level of effectiveness in the department using transformational leadership behavior of the school administrators. Another similar study conducted by Soriano (2004) determined the relationship of ordained ministers' transformational leadership behavior to job performance in terms of preaching, teaching and administration. The relationship between leadership behavior and job performance was similarly determined in terms of age, education, and the number of years in service of the respondents. The study found out that the ordained ministers had qualities of transformational leadership being charismatic, and intellectually considerate rather than being transactional. As a whole the ordained ministers have higher transformational leadership behavior than transactional. The different studies emphasized the relationship of transformational leadership to school head's performance, organizational performance, teachers' performance, employees' work performance and job performance.

In the case study of Hanson (2014), he identified the characteristic that contributed to transformational leadership in each of Obama's speeches: hope, a case for change, innovation, a call to action, repetitive rhetoric, motivation, unification, American jeremiad, and African American jeremiad. All of these utilized transformational rhetoric in support of his transformational leadership and ultimately his vision for the nation. On the other hand, Taylor (2014) conducted a study on *Transformational Leadership in a Nonprofit Organization: A Case study of Filipino Nonprofit in Diverse Communities*. In this study, it explored how well the

leaders implemented transformational leadership principles in this Filipino nonprofit organization. Interest in transformational leadership has grown in recent years. This study found out that there are six components measured: transformational leadership, transactional leadership, overall interpersonal trust, affect-based trust, cognitive-based trust, and core self-evaluation. Another case study conducted by Navickaitė (2013) stated that expression of a principal's transformational leadership during organizational change process is essential to achieve school success and effectiveness. The purpose of the research was to investigate a school principal's transformational leadership while implementing organizational changes in a school. A semi-structured interview with principals of eight general education schools in Lithuania was used to collect data. The case studies did not only focus on school principal but also in a non-profit organization with a well-known identity. It showed that transformational leadership is flexible and can be used in different persons, situations and locations.

In the same vein, the study of Codilla (1998) focused on the four dimensions of transformational leadership namely: idealized influence, inspirational motivation, intellectual stimulation and individualized consideration in her study on leaders whom the respondents perceived to be the best in the country. It also acquired insights about the leaders and their own beliefs on leadership. It likewise identified the behaviors that led to recognition as leaders. The study wants to find out who among these leaders possess transformational leadership behaviors, which through personal vision, energy can and does empower followers to become leaders themselves. On the other hand, a study conducted by Martin (2004) revealed that the typical administrator of MLQU possesses transformational leadership behavior attributes that often serve as an inspiration and model for them, instigate loyalty and success, encourage

understanding and serve as a good transmitter of the mission and vision. The findings indicated that there was a significant difference in the agreement of the faculty respondents regarding the leadership behavior of the administrators of the nine schools in MLQU in terms of their “often effective” charismatic” attributes. The studies focused on the dimensions of transformational leadership of the leaders of our country and administrators of an institution.

Synthesis of Related Literature and Studies

The literature and studies stated in this study showed parallelism in terms of the principals’ leadership and their manifestations of transformational leadership. Several articles, books, journals and research works cited present situations of principals as transformational leaders and the four dimensions under transformational leadership. The different concepts from the experts have greatly contributed on the conceptualization and understanding of the major variables present in the study. The materials will be useful as basis for extracting important and much needed informative data. On the other hand, the reviewed materials will be enriched by the essence of the present study.

The present study is anchored on the idea that transformational leadership focusing on top level managers like principals and school administrators. It can be characterized as a process which can move people beyond their self- interest, and lead them to the higher level of self-actualization by influencing each other through communications this can be gleaned from the cited presentation of views of Burns (1978), Bass(1985), Avolio(1991) and Yukl (1989).

Nowadays, the term transformational leadership is the most contemporary view of leadership and has several meanings, contexts or perspectives. Therefore, there is now a need to recognize leaders who will provide the kind of leadership required in this period, to bring

people through hard times and to go beyond the limitation placed on the people. In the study of Codilla (1998), it is stated that the task of transformational leader is to value and create change, to recognize and promote growth and to remain open to flow the events and circumstances obtaining in the nation. It is the time to give careful attention to the contribution of great leaders to the nation, as well as to cultivate leadership talent among Filipinos.

Accordingly, transformational leaders don't manipulate nor control their followers. In fact they are sensitive and understand the emotions of their followers, they also influence, direct and guide their group for them to reach their goals, this can be gleaned from the cited presentation of concepts of Simola et al. (2012) and Robbins and Judge (2007). Whereas, in the views of Howell and Avolio (2010), Gumusluoglu and Ilsev (2007) they put emphasis on the creativity and innovation that a transformational leader must possess for them to accomplish their organizations' goals and targets.

The forgoing body of studies along the concept of transformational leadership tends to show that the four dimensions such as idealized influence, inspirational motivation, intellectual stimulation and individualized consideration affect the individual and organizational performance as well. Many of the studies cited indicated that transformational leadership affect to school effectiveness such as the study of Barrameda (2002), revealed that secondary school principals possessed transformational leadership such as attributed charisma, inspirational motivation, intellectual stimulation and individualized consideration. Similarly, Tipones (2005) conducted a study on the how the school heads made use of transformational leadership in leading their schools.

The outcome or results of this study will be the initial step in the proposed transformational leadership development program in implementing the plan of actions for

school principal's transformational leadership. Hence, Quides (2008), proposed a capacity building program for school principals that can improve the school's holding power through leadership, empowerment, decision making, collegial and collaborative working relationship. In contrast, Perdiguerra (2004) proposed a Five-day Transformational Leadership Staff Development Program for school heads in the Division of Rizal that will definitely improve knowledge and skills of school heads in leading efficiently and effectively their school organizations.

Conceptual Framework

The educational system in the country today needs principals who do not simply bring recognition/award but instead, leaders who manifest transformational leadership qualities that aim to value and create change at the school, inspire, influence, set as a role model, promote personal and professional growth among teachers. Does it necessarily follow that a school principal who has received leadership awards can be automatically considered a transformational leader and thus manifesting these transformational leadership qualities? This study wants to prove if principals who were recipients of awards manifest transformational leadership qualities and show further if they are in the state of becoming or are already considered transformational leaders based on the qualities they manifest.

A principal who is in the process of becoming a transformational leader may manifest some qualities of a transformational leader while a principal who is in the state of being a transformational leader may manifest transformational leadership qualities in terms of idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration

(Bass, 1985). These qualities then will continuously develop on a leader as he/ she practices them in his/ her leadership roles.

Idealized influence is the first dimension of transformational leadership in which the leader behaves in admirable ways that cause followers to identify with the leader (Bass, 1985). It is displayed when the leader envisions a desirable future, articulates how to reach it, sets an example to follow, sets high standards of performance, and shows determination and confidence. Followers want to identify with such leadership (Bass, 1999). In addition, Avolio and Bass (1991) chose to substitute for the term “charisma”, in training and elsewhere, the term -idealized influence, that is, being influential about ideals. At the highest level of morality are selfless ideal causes to which leaders and followers may dedicate themselves. Serving one’s country to the best of one’s abilities can be a powerful motivator. Another definition of Bass and Avolio (2002) stated that in idealized influence transformational leaders share risks with followers and is consistent rather than arbitrary. Leaders can be counted on to do the right thing, demonstrating high standards of ethical or moral conduct and avoids using power for personal gain and in fact uses his or her power only when needed.

Another dimension of transformational leadership is inspirational motivation in which the leader articulates a vision that is appealing and inspiring to followers. Leaders with inspirational motivation challenge followers with high standards, communicate optimism about goal attainment and provide meaning for the task (Bass, 1985). Similarly, leaders strengthen followers by viewing the future by optimism and act in ways that motivate those around them by providing meaning and challenge to their followers’ work (Bass et al., 2003). In the same vein Bass and Avolio (1994), reasoned out that inspirational motivation is displayed when the

leaders behave in such a way that motivate and inspire those around them by providing meaning and challenge to their followers' work so team spirit is aroused where enthusiasm and optimism are displayed also. The leader gets the followers involved in envisioning attractive future states. The leaders clearly communicate expectations that followers want to meet and demonstrates commitment to goals and the shared vision.

The third dimension of transformational leadership is intellectual stimulation in which the transformational leaders stimulate their followers' effort to be innovative and creative by questioning assumptions, reframing problems, and approaching old situations in new ways. In this dimension, creativity is encouraged and there is no public criticism of individual members' mistakes. New ideas and creative problem solutions, solicited from followers, who are included in the process of addressing problems and finding solutions. Followers are encouraged to try new approaches and their ideas, and they are not criticized because they differ from the leaders' ideas. (Avolio & Bass, 2002). Besides, a leader challenges assumptions take risks and solicit followers' ideas. Leaders with this trait can stimulate and encourage creativity in their followers. The effects in followers' changes come in the form of problem awareness and problem-solving, thought and imagination, beliefs, and values than in arousal and immediate change. A transformational leader is the one who motivates people to do more than what they are originally expected to do (Avolio & Bass, 2002).

Individualized consideration is the last dimension of transformational leadership in which the leader attends to each follower's needs, acts as a mentor or coach to the follower, and listens to the follower's concerns and needs. It also means to focus on the follower's needs for growth and participation in decisions affecting his work, career, giving special attention to neglected members, treating each of the subordinates individually and expressing appreciation

for work well done, among others (Bass, 1985). It is practiced as follows: new learning opportunities created along with a supportive climate. Individual differences in terms of needs and desires are recognized. The leader's behavior demonstrates acceptance of individual differences. Interactions with followers are personalized and treated them as an individual rather than an employee. Leaders show concern for the well-being of each person they work with and treat each as an individual with unique needs and capabilities. The leader delegates tasks as a means of developing followers (Bass & Avolio, 2002).

To be able to develop or continue to develop the transformational leadership qualities of school principals a development program may be crafted. Several studies show that a development program on transformational leadership is necessary for the professional growth of school heads. In the study of Pandile (2011) he proposed a transformational leadership recultured program. The transformational leadership fosters capacity development and brings a higher level of personal commitment among members of the university. The program is transformational in nature because this will develop a relationship at the workplace and will establish conditions necessary for the employee to cooperate.

The conceptual paradigm of this study as illustrated in Figure 1 which can be found on the next page is anchored on key concepts from several discussions on transformational leadership. The results of the study will serve as the baseline data in developing a proposed transformational leadership development program. Therefore, the principals' manifestations or non- manifestations of transformational leadership such as idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration will serve as the basis or inputs to the Transformational Leadership Development Program (TLDP).

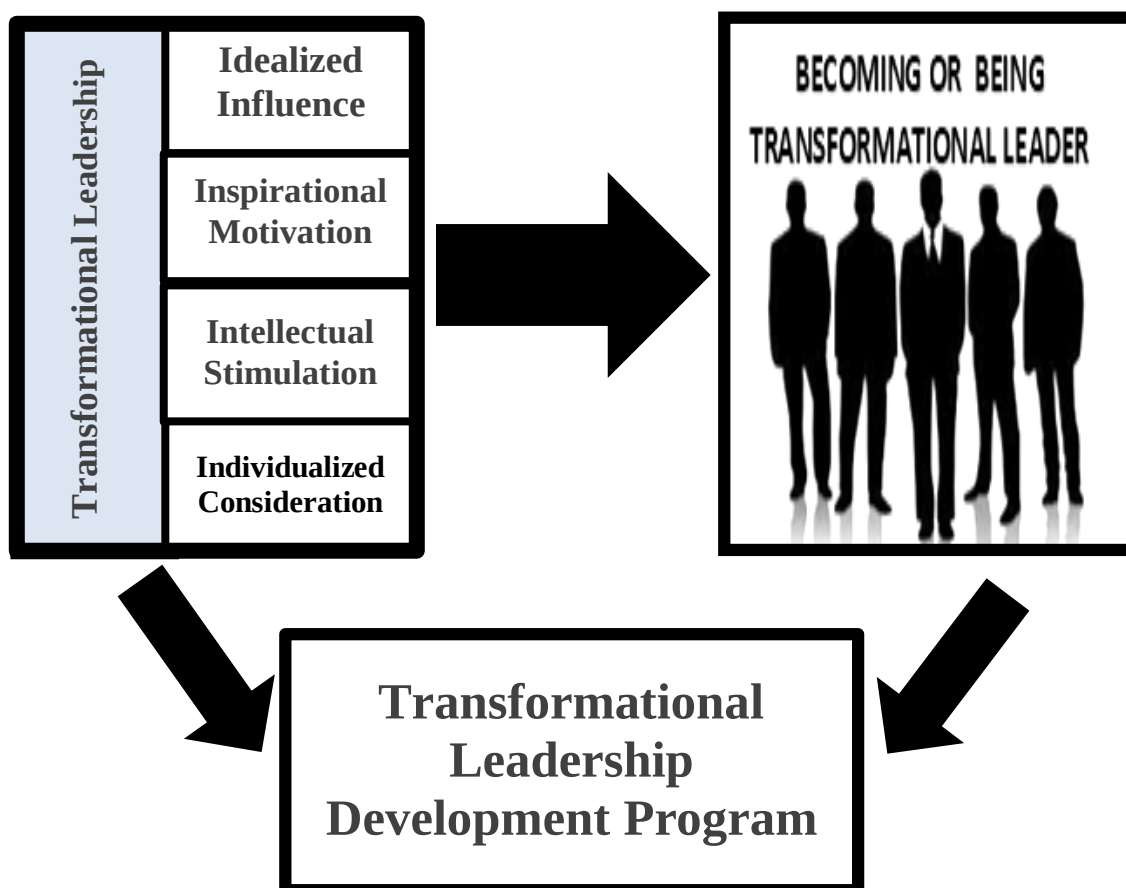


Figure 1. Conceptual Paradigm of the Study

Research Problem

This study aimed to describe how selected Filipino elementary school principals practice transformational leadership.

Specifically, the study answered the following queries

1. What are the manifestations of transformational leadership among selected elementary school principals in the Division of Bulacan?
2. Based on the findings of the study what transformational leadership development program may be developed?

Scope and Delimitations of the Study

The respondents of the study were the five selected elementary school principals and the five teachers who had been under their leadership for the past three years. Only those who gave consent and were willing to participate in the study were included.

Definition of Terms

For a clear understanding of the study, the following terms are defined operationally in the study.

Becoming Transformational Leader. A leader who is on the process of manifesting the transformational leadership qualities such as idealized influence, inspirational motivation, intellectual stimulation and individualized consideration.

Being Transformational Leader. A leader who manifest the transformational leadership qualities such as idealized influence, inspirational motivation, intellectual stimulation and individualized consideration.

Case Study. It is a method that enables a researcher to closely examine the data within a specific context. It investigates and explores contemporary phenomenon within real-life context, using multiple sources of evidence.

Development Program. It is a program designed for developing principals' transformational leadership qualities that they will need in handling and leading their schools effectively.

Elementary School Principal. The five selected elementary school principals who were awarded as Bulacan Outstanding Administrators, Teachers and Supervisors (BOATS) in the division of Bulacan served as the respondents of the study.

Elementary School Teachers. The five teachers who had been under the leadership for at least three years of the five selected elementary school principals who were awarded as Bulacan Outstanding Administrators, Teachers and Supervisors (BOATS) in the division of Bulacan served as the respondents of the study.

Idealized influence. The degree to which leader provides a role model for high ethical behavior, instills pride, gains respect and trust.

Individualized consideration. The degree of attention and support given to individual follower and the degree to which one acts as a coach or mentor to the follower and listen to their needs and concerns.

Inspirational motivation. The degree to which the leader articulates a vision that is appealing and inspiring to followers.

Intellectual stimulation. The degree to which the leader challenges assumptions, takes risks and solicits follower's ideas. Leaders who encourage creativity in their followers.

Transformational Leadership. A leader who motivates followers in a way that transcends self- interest for the greater good of the organization.

CHAPTER 2

PROCEDURES

This chapter describes the procedures that were utilized by the researcher. Specifically it includes the research design and methodology, research site, selection criteria and participants, data collection, data analysis, role of researcher, methods of validation and ethical consideration.

Qualitative Research Design and Methodology

The study used the case study method of research study. Case study is a strategy of inquiry in which the researcher explores in depth a program, event, activity, process, or one or more individuals (Cresswell, 2009).

The case study design was selected to provide an in-depth description on the manifestation of transformational leadership of principals and to determine their state of becoming or being a transformational leader. The case study format allowed for the collection of individual interview responses from the participants' perspectives (Merriam, 2009).

The researcher pursued opportunities to ask clarifying and follow-up questions to elicit greater details from participants that further enriched study results (Creswell, 2009).

McDonough (1997) stressed that case studies might be in a narrative form wherein it presents a complete description of the phenomenon within its context while Yin (2003) said that this type of case study used to describe a phenomenon and the real-life context in which it occurred.

On the other hand, Stake (1995) described case study methodology as a strategy of inquiry in which the researcher explores in-depth a program, event, activity, process or one or

more individuals. The case bound by time and activity and researchers collect detailed information using a variety of data collection procedures over a sustained period.

At the end of the study, a Transformational Leadership Development Program was developed based on the result and findings of the study.

Research Site

The site of the study were the five selected public elementary schools in the Division of Bulacan. These public elementary schools were chosen because these were assigned stations of the BOATS awardees for principal category.

Selection Criteria and Participants of the Study

The participants of the study were comprised of selected elementary school principals who were awarded as Bulacan Outstanding Administrators, Teachers and Supervisors (BOATS) in the division of Bulacan. The researcher considered all the elementary school principal awardees as respondents. The researcher employed or used purposive sampling when it came to the selection of five principal awardees and five teachers who had been under their leadership for at least three years.

According to Babbie (1990), purposive sampling is selecting a sample “on the basis of your own knowledge of the population, its elements, and the nature of your research aims.” Miles and Huberman (1994) indicated that a small group of subjects studied in their context makes up a purposive sample.

The selected elementary school principal respondents were determined after seeking the permission from the Division Office of Bulacan whereas, the five teacher respondents chosen and given consent by their elementary school principals to be part of the study.

Each respondent of the study received a summary of the transcript through electronic mail, hard copy or in CD/DVD copy depending on their preference, this gave them the chance to authenticate and clarify some points in the conversation before it was finalized and analyzed.

Data Collection

The data collection procedure of this study as illustrated in figure 2 included six phases such as: Phase 1- Approval to conduct the study from the division of Bulacan; Phase 2- Secured letter of permission to District Supervisor and letter consent for participants; Phase 3- Interview, observation and document analysis from the principal respondents; and Phase 4- Interview from teacher respondents.

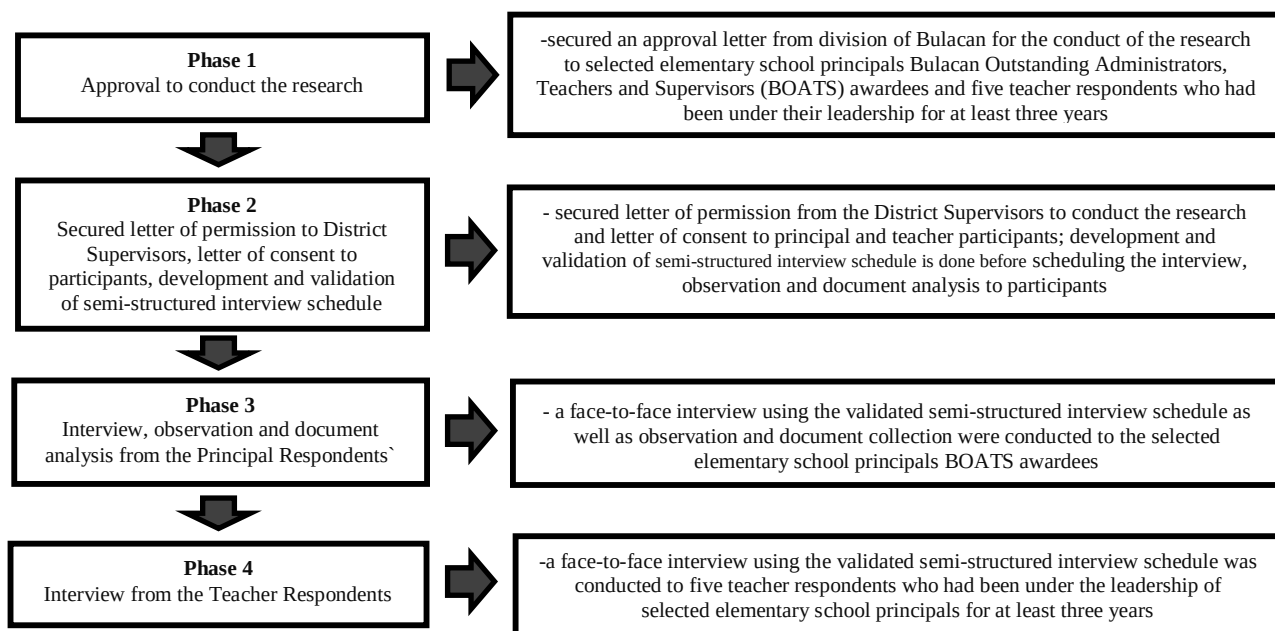


Figure 2. Data Collection procedure

Phase 1- Approval to conduct the research. The researcher secured an approval letter from the schools' division superintendent of the division of Bulacan in conducting the research and sought the permission to have lists of selected school principal BOATS awardees who were selected using purposive sampling. While waiting for the approval of the request letter for conducting a research to the selected school principals in the division of Bulacan.

Phase 2- Secured letter of permission to District Supervisors, letter of consent to participants, development and validation of semi-structured interview schedule. The researcher proceeded to the five districts and secured letter of permission to the district supervisors to conduct the research. Then, the researcher secured also letter of consent to the selected elementary school principal BOATS awardees, and their five teacher respondents who had been under their leadership for at least three years. The development of semi- structured interview schedule was also included in this phase. Interview questions from Reyes (2014) and Codilla (1998) were adapted for this study and before conducting interview the researcher sought their approval for the use of their designed instruments. Upon receiving a favorable response to proceed the semi- structured interview schedule was validated first by the experts in Educational Management.

The research study observed the protection of the rights of the participants. The principal means for ensuring that the rights of the research participants are protected is through the informed consent (Nieswiadomy, 2008). Also, the interview format employ prompts or probes which give structure to the interview and allow the participant to use her own voice to relate experiences in an individual fashion (Amedy, 1999).

Phase 3- Interview, observation and document analysis from the Principal Respondents. A face-to-face interview with the principal respondents using validated semi-

structured interview schedule took place in a neutral environment where the researcher and the participant was free to interact with each other. This gave the researcher and the interviewee the ability to dig deeper into areas that indicate the need for further exploration. Additionally, one of the goals of this study was the gathering of information that is reliable, valid and free from biases.

Observations of the selected school principal started after the scheduled interview. During the observations, the researcher took detailed field notes, which described the context of dimensions of transformational leadership. Observation opportunities included a typical day of the school principal, an administrative meeting, a school board meeting, and other job-related activities. After each observation, the researcher summarized and reflected upon the field notes to find areas of relationship of the interview response.

During the time of interview and observation, the school principal was asked to share with the researcher some documents, which demonstrated her personal concept of transformational leadership. Letters, memorandums to the division, parents and stakeholders, contents of a speech, a feature news articles, and minutes of formal and informal administrative meetings all reflect transformational leadership dimensions.

Phase 4- Interview from the Teacher Respondents. After the interview, observation and document collection from the selected elementary school principal respondents, a face-to-face interview with his/ her five teachers who had been under their leadership for at least three years had been conducted using the validated semi-structured interview schedule.

Data Analysis

Thematic analysis was used in this study to classify, analyze and report patterns/ themes from the interview data. The aim was to hear the voices of people, analyze the themes and present a thoughtful overview of results (Smythe, 2012). Themes can be described as the process of summing up of categories (codes) to express a common concept (Creswell, 2013).

As presented in table 1, Braun & Clarke (2006) provide a six-phase guide which is very useful framework for conducting this kind of thematic analysis.

Table 1 Braun and Clarke's Six-Phase Framework for doing a thematic analysis

Step 1: Become familiar with the data	Step 4: Review themes
Step 2: Generate initial codes	Step 5: Define themes
Step 3: Search for themes	Step 6: Write-up

Step 1: Become familiar with the data. This step requires the researcher to be fully immersed and actively engaged in the data by firstly transcribing the interactions and then reading (and re-reading) the transcripts and/or listening to the recordings. Initial ideas should be noted down.

Step 2: Generate initial codes. Once familiar with the data, the researcher must then start identifying preliminary codes, which are the features of the data that appear interesting and meaningful. Start to organize our data in a meaningful and systematic way. Coding reduces lots of data into small chunks of meaning. There are different ways to code and the method will be determined by your perspective and research questions.

Step 3: Search for themes. In this case we examined the codes and some of them clearly fitted together into a theme. At the end of this step the codes had been organized into broader themes that seemed to say something specific about this research question. Our themes were predominately descriptive, i.e. they described patterns in the data relevant to the research question.

Step 4: Review themes. A deeper review of identified themes follows where the researcher needs to question whether to combine, refine, modify, separate, or discard initial themes. Data within themes should cohere together meaningfully, while there should be clear and identifiable distinctions between themes.

Step 5: Define themes. This is the final refinement of the themes and the aim is to identify the essence of what each theme is about. What is the theme saying? If there are subthemes, how do they interact and relate to the main theme? How do the themes relate to each other?

Step 6: Writing-up. Finally, the researcher needs to transform his/her analysis into an interpretable piece of writing

Therefore, after the data collection the researcher organized, analyzed and categorized the interview responses. At the same time, researcher reviewed the responses to answer the following question: “What general ideas are the participants saying?” Then, interview responses were coded into common themes using Braun and Clarke’s Six- Phase Framework for doing a thematic analysis.

Thus, table 2 presents the transformational leadership dimensions and its corresponding themes based on Braun and Clarke's Six-Phase Framework for doing a thematic analysis which is found on the next page.

Table 2 Transformational Leadership Dimension and its Corresponding Themes

DIMENSION	THEMES
Idealized Influence	Theme 1- Setting an example to be followed Doing good deeds to influence others
	Theme 2- Envisioning a desirable future and sets high standards of performance
	Theme 3- Envisioning high standards of performance
	Theme 4- Showing determination and confidence.
	Theme 5- Communicating school goals and objectives
Inspirational Motivation	Theme 1- Displaying a high level of ethical and moral conduct.
	Theme 2- Increasing productivity by inspiring
	Theme 3- Linking individual teacher to organizational goals
	Theme 4- Fostering a strong sense of purpose among teachers
	Theme 5- Working harmoniously in the organization.
Intellectual Stimulation	Theme 1- Aiming for one vision in attaining school goals
	Theme 2- Aiming for consistent innovation Doing beyond what is expected
	Theme 3- Using evidence- based on solving problems
	Theme 4- Thinking creatively and critically Showing support in times of difficulties
	Theme 5-Taking risks and solicits teachers' ideas
Individualized Consideration	Theme 1- Using evidence- based on solving problems
	Theme 2- Creating knowledge through conducive environment
	Theme 3- Analyzing ideas before decision-making
	Theme 4- Ensuring fairness in the workplace.
	Theme 5- Recognizing achievements to boost self- confidence Devoting time to achieve school goals

Role of Researcher

The role of the researcher was to investigate who among the selected elementary school principals in the Division of Bulacan, is on the state on becoming or being a transformational leader. The researcher made sure that all participants' responses and information were completely confidential. The data will be used exclusively and as intended for this study. After gathering all the needed responses and the data the researcher was now ready to create a transformational leadership development program for principals based on the findings.

Methods of Validation

The study utilized validated assessment tools that were adapted from the locally structured questionnaires of Codilla (1998) and Reyes (2014). The semi- structured interview schedule consisted of three parts: Part I are the introductory protocol and introduction wherein the researcher discussed the process of the interview; Part II is the interviewee's background wherein the researcher asked questions regarding their demographic background; and Part III composed of questions that tried to identify their manifestations of transformational leadership in terms of idealized influence, inspirational motivation, intellectual stimulation and individualized consideration and it was validated by five experts in Educational Management (see Appendix C & D).

Ethical Considerations

The Research Ethics Committee (REC) reviewed the informed consent forms and data collection tools of the research study and hereby approved to proceed in data collection. After the approval of the REC, the researcher received the clearance to proceed and immediately went

to the division of Bulacan to conduct the study. The researcher was given permission to conduct the study in five districts where the selected elementary school principal BOATS awardees respondents were assigned as well as the five teacher respondents who had been under their leadership for at least three years.

The researcher secured a letter of consent from the respondents and with their consent they were interviewed voluntarily. The interview as well as the observation approximately lasted an hour. During the interview, the respondents could stop at any time if he or she feels uncomfortable. With the permission of the respondents, the interview was tape-recorded to facilitate collection of information and transcribed into analysis. After the interview had been completed, the researcher sent a copy of the transcript to the respondents and gave them an opportunity to legitimize the veracity of the data in their conversation. Each interview was stored on a separate compact disc (CD) and each was labeled with the assigned pseudonym (Participant 1-5). The data will be stored and preserved in a secured environment with a for at least 10 years after the study has been completed. All data gathered in this study were treated with utmost confidentiality. The names of the respondents did not appear in any thesis or report resulting from the study, however with their permission anonymous quotations were used. All information and responses were handled with care, made sure they were kept and would not/did not affect their personalities. The data were used exclusively and as intended for this study. The findings and results of the study did not affect the interviewees' current rank or position and did not inflict any harm on the respondents.

CHAPTER 3

FINDINGS AND DISCUSSION

This chapter discusses the case study findings following the qualitative approach. This section includes the quotes from individual interviews from the principal and teacher respondents. These were analyzed from the transcribed interview documents to illustrate themes and results. These synthesized findings derived from the study findings and subsequently aggregated into themes.

The following problems were answered in this study: (1) Describe how selected elementary school principals manifested transformational leadership? ; and (2) Based on the findings of the study what transformational leadership development program may be developed?

During the in-depth interviews, each teacher respondent cited his/ her own perceptions and experiences regarding the manifestations of transformational leadership of their principal. While the principal respondents, described their own views and experiences.

The following are the findings and discussion of the study.

Problem 1: Describe how selected elementary school principals manifest transformational leadership in the division of Bulacan.

The following case studies of each principal respondent are presented.

Case of Principal 1

Profile of Respondent

Principal 1 took Bachelor of Science in Elementary Education (BSEd) in a State University in Bulacan. Her parents are both teachers and she was inspired by them so she took that course. The experiences she gained in her journey especially during her internship helped her to love teaching profession. While reviewing for the upcoming Board Examination she chose to teach for at least one year in a private school in their town. Fortunately after passing the Professional Board Examination for Teachers (PBET) she applied in public school and became a substitute teacher for one year and then, she became a regular permanent. She was a public elementary school teacher for 19 years and within those years she was promoted from being Teacher I to Teacher II, to Teacher III and finally she became as the Teacher-In-Charge (TIC) in one of the small schools in their town for two years. She followed the advice of her District Supervisor to take the Principals' Examination and fortunately she passed it. After passing the Principals' Examination she was given the opportunity to become Principal I. In her three years as Principal I she was promoted as Principal II. Currently, she serves as Principal II for four years in her assigned public elementary school. Her highest educational attainment is having doctoral units in her Doctor of Philosophy major in Development in Education.

Transformational leadership qualities were manifested by principal 1.

First is ***Idealized influence*** manifested through prioritizing teachers' ideas/ views for them to be able to build self-confidence, and to gather suggestions/opinions needed in decision-making as expressed by her:

“I do believe that each opinion is important in decision- making, thus I let them to speak out and express their thoughts especially during meeting and open forum. I always consider their ideas regardless of their rank or position. If their ideas can help us to solve a problem or accomplish a goal, we will use it. As the saying goes by, two heads are better than one.”

Teacher respondents shared the same knowledge about principal 1 and stated that their ideas/ insights were always considered whenever they had a meeting. She always listened to their opinions and suggestions.

“She always reminds us through meeting/ staff meeting that we need to voice out our ideas and insights. She also tells us that our ideas and insights are very important in her decision making so we need to really try our best to think of bright ideas.” (T3)

“Our opinions during meetings/ Learning Action Cell (LAC) / In-Service Training (INSET) are always welcome. She is kind of person that never fails to ask our ideas and insights. We had an emergency meeting wherein she asks our opinion if what we will do in our Christmas Party some said that we will celebrate here in our school and will have a boodle fight, some suggested that we can do it in a restaurant near our school, and some said that we can do it in a buffet restaurant. As usual there’s a voting procedure and the one that the majority chose will win. She always does that so the best idea will be brought up.” (T5)

Idealized influence was also manifested through accomplishing all the assigned tasks even if it is beyond time and duties as stated by her:

“With regard to performing task I always do what is beyond, what expected to me I will not do it just for compliance or that just a requirement, but I will do my best in all the tasks that I was assigned to me. If I am not finish with it I will not go home, I will really try my best finish it in our school.”

In addition, teacher respondents described her as a person who performs well and never gets tired of doing her duties and responsibilities.

“She wanted us to perform at our best. She always reminds us that we can do it, just believe in ourselves. She also boosts our confidence so that we will work always with high spirit and energy. Within our District she is very popular because she is always the first one who submits the report before the said date. Despite her busy schedules as our principal and also a mother to her children. She never fails to help us, lead us to achieve our goals. She works beyond time and expectations by the people around her.” (T4)

“Our principal performed her duties whole heartedly. She works beyond office hours. She stays at school almost 6:00 o’clock in the morning up to 6:00 o’clock in the evening. She never brings her work in their house and finish here in our school even she will go home late at night. She is also a principal who works not only to meet the terms but to give all her efforts, knowledge and time in accomplishing what is assigned to her.” (T5)

The same dimension of **idealized influence** through leading an example to be followed, becoming a role model to emulate and selflessly- devoted leader of the school were also mentioned by her:

“I am a kind of person who does first what I am commanding them to do. Like for example when I need to put up a garden, I am the one who will put plants, landscape it and then I will ask my teachers’ help. I want them to do also, what I am doing so that they familiarized on the different things that our Department is looking for.”

“I involved my teachers in achieving the goals of our school and without them effective learning process will not be possible. I also see to it that there is fair distribution of their task so that all of them will be inspired to do their assigned task and give their best.”

Hence, teacher respondents described their principal who leads an example to be followed, always inform them about the overall process of the tasks and distributed it properly and equally.

“Our principal is leading by example for us, like in doing our task, she always reminds us that love our work and be the best that we can be. I remember when we need to join in a contest on “Gulayan sa Paaralan” wherein I am the EPP Coordinator. This will be the first time that we will join in that competition. She helped me by assisting me on how to landscape our garden. With that I can say that she is a leader that we need to imitate. She always shows to us first what she wants us to do. She is definitely a model for us to emulate.” (T1)

“Our principal is a leader who leads by us by being a role model every time the agency or even the school has new policy. She sees that herself abide it. In what way I and the rest of her subordinates follow her. Yes, she is influencing us specially I and my co Master Teacher. Whenever the three of us, is having a meeting we can really see how clever she is, how good her leadership is, and how she always thinks the welfare of our school. I can say that by doing that she really influencing us and maybe my other fellow teachers.” (T4)

“In every program we have in our school/ she always involves every teacher and sees to it that every teacher performs well in our programs and projects. We are all informed on the objectives/ goals of each program in our school and its outcomes too. So we are highly motivated to do our duties with enthusiasm. (T3)

“She is involving us in accomplishing school goals. We are all stimulated and motivated because we all know that our principal always thinks the best for our school, always

think our welfare so we are always follow and join her vision. We all know that her plans in our school are really for our benefits and for our pupils so all of us is really stimulated. (T5)

Lastly, she manifested **idealized influence** through encountering problems calmly and reasonably as specified by her:

“Every day is a challenging day for me because I don’t know what will happen the whole day, I always pray that there will be no accidents/ problems that will arise in our school, but we can’t stop it if it’s really meant to happen. If you can handle the situation calmly do it, so that it will not cause so much trouble and misunderstanding.”

Teacher respondents explained that their principal is always calm and patient whenever facing dilemmas because it gives them the ability to decide well and seek for truth.

“Even though crucial situation in our school are occurring she is always there to balance it. One instance is that when one of our pupils was hit by a tricycle outside our school. Our principal handled the situation calmly. She explained to the parents that the accident happened beyond class hours. Our principal together with the class adviser accompanied the child in the hospital and I am the one who was assigned to call the ambulance. After hearing that the parents, said sorry to her, because the here says that they heard is different, wherein the school didn’t do anything to their child. Luckily the pupil had only bruises and small wounds. She also told the parents that they need to tell the service of their child to come before 4:00 o’clock in the afternoon so that their child will not wait to it.” (T1)

“She always talk calmly so she can think of good ways on how to solve problems. Like for example when a parent was complaining about the grades of her child who became honor pupil in her previous year (grade2). So, at first, she talks to the adviser and when our principal finds out that the grade is true based on the evidences the adviser presented to her. She called the parents and together with the adviser they explained it to the parent. The parent had a realization that she really lacks time on teaching and guiding her child. She explained that it was only first grading period and there are still three grading periods remaining so she can monitor well her daughter. Lastly, she told the parents that there’s always time for improvement.” (T2)

In terms of **inspirational motivation** she manifested it through encouraging teachers to be involved in the activities in their school, linking them individually to organizational goals, and motivating them while participating in the different programs as expressed by her:

“I know that my teachers are motivated and inspired to do the task that I’ve assigned to them because they see that I am also inspired to do all the tasks given to me as principal. I

know that if a principal does all her best to make the school performs well, to make the school facilities good they will also motivated to do it.”

“All teachers should be always active in different activities and events if we are very active the end or product of it will be beneficial to our pupils. I always encourage them by telling motivational stories and reminding them that we should give our 100% despite of our many schedules, contests, meetings and projects. I usually tell them that if they work cooperatively and happy the entire task given to them will be successfully done.”

In addition, teacher respondents described her as a person who never gets tired of motivating them to accomplish their tasks, inspire and shows them the sense of responsibility.

“Looking at her everyday makes all of us remember that we need to be motivated in our work especially in teaching. Our principal is kind of person who has the power to encourage all of us through his words and gestures.” (T1)

“She helps us in many ways. Like for example: she always tells us that we can use the printer in the office for teaching- and work-related purposes. Many of us became happy because not all of us have printers in our houses. I’m sure that this made all of us to become motivated to do our job. Duties because we can see how our principal do her best to help us and to make our difficult task an easy one.” (T2)

“She has initiative on doing the responsibilities given and assigned to her. So just like her we do the same. We took our responsibility and we are motivated.” (T5)

In addition, **inspirational motivation** was shown through stimulating teachers to do their duties and responsibilities, talking enthusiastically, increasing their productivity by becoming an inspiration while accomplishing their tasks as mentioned by her:

“All the time we should also practice being joyful in every conversation or communication that you have because if you’re not open with your teachers they will not open to you any problems or issues regarding the school or sometimes even personal. I usually practice talking to them enthusiastically because I know their burdens in this profession. Here in public school our department has ate lots of paper works, reports and tasks that needed to be accomplished so I think talking to them with that manner will alleviate their burden and will help them accomplish their task.”

Teacher respondents shared the same knowledge about her and stated that she is a person who continuously encourage them to give their full potential and effort whenever they accomplish their tasks.

“Encouragement is very important to us so that we will become an active part on all the activities in our school. Aside from the recognition in everything we do and even give us certificate of recognition we do our task because we all know that she is always on our back. That she divides the task evenly so that we can work without covetous in our minds and hearts.” (T1)

“Everytime we had our event, she tells us to give our best. Her words of wisdom made us feel that we really need to cooperate and participate in all the activities and programs. She usually tells us that we must be active participants in all activities the stake holders/ community as well as the parents will also participate and will help us to our needs.” (T3)

“The encouragement of our principal can lead us to accomplish our work and do our best. Once a principal has a loud voice and an authoritarian leadership his/ her teachers/subordinates will not follow nor obey her. We observed that one of the styles of our principal specially in talking to us is she has a soft-spoken voice. With that we are engage to comply with all her duties given to us, to obey all the task she assigns to us. We need a mother and not a nagger so that we will accomplish all the obligations we have.” (T4)

“The way she talks to us (knowing her as “very soft spoken) will surely lead us to succeed more in our work. Being the new faculty President of our school which I know is a big responsibility. After my principal talked to me with an enthusiastic way of speaking and encouragement my negative thoughts on it become positive one. Whenever I am in big decision to do, she is always there listening to me and helping me to decide she never let me feel that I am alone.” (T5)

Inspirational motivation through uniting teachers in terms of grouping them differently so they can improve camaraderie with each other was stated by her:

“I always do groupings when we have tasks to be done especially on different projects or DepEd programs that we need to do. I will never fail to group them during our LAC, InSeT, seminars, workshops, GAD and Brigada Eskwela. Their camaraderie among the fellow teachers increases because they work as one team. At the end of each session/ program there’s always feedback and suggestions for the improvements.”

At the same time, teacher respondents explained that their principal always group them whenever they are having seminars and trainings for them to be able to create good working relationship.

“Aside on the monthly Learning Action Cell (LAC) and yearly Rest and Recreation (R & R). Our principal uses activities/ programs that we will be conducted in our school as an avenue for teamwork. She grouped us and makes committees so that we will work together having one goal in mind which is to accomplish it successfully.” (T2)

“Different strategies were used by our principal to encourage our teamwork. Teamwork is present not only in meetings or Rest and Recreation (R and R) but most of all in the different activities that are happening in our school especially in our annual Brigada Eskwela. We also notice that in every activity/ program there is a different set of groups/teams. Sometimes we ask her why she does that and she told us that our creativity, socialization and camaraderie will be developed if we will group differently.” (T4)

Lastly, she also manifested **inspirational motivation** through observing and being observed, giving and getting feedback about one’s work which is one of the most powerful tools for instructional improvement and professional recognition.

“I have a regular observation to all of them and at the end we will have a post-conference. The teacher and I will have one-on-one conversation in my office and I will discuss to him/her the things she needs to improve if there is, and the things I think she is good so that she can do it always.”

Based on the teachers’ responses when their principal always observes classes because she wants to monitor and evaluate how they teach in their classrooms. She wants that they will become effective and efficient teachers.

“As we have our monthly observation, all factors that may contribute for our improvement is being discussed in the post conference. She is encouraging us to do our best for each teaching process. She also encourages us to join the Strategic Intervention Material (SIM) in different subjects so that we can also use our SIM in our daily teaching. The participants of that contest will discuss their work in our monthly Learning Action Cell (LAC) so that we will also have an idea on how to integrate SIM in our daily teaching. With that I can really say that our principal really does her best to encourage to improve our teaching performance, so we also are motivated to do that.” (T4)

“Especially during our observation, she reminded us of the do’s and don’ts in teaching process. She also shares her experiences when she was a teacher before. The techniques that she uses that she proved that can really improve pupils’ performance. She keeps on encouraging us to do our best in many ways and never fails to remind us that every day. With the reminder that I get, I am now more encourage and motivate to improve it.” (T5)

In terms of **intellectual stimulation** she manifested it through letting her teachers realize that thinking creatively, innovatively and critically helped them to accomplish their tasks. She

also believed that if teachers use creative minds they can look for many probable ways to solve and accomplish their tasks as expressed by her:

“Yearly, we really prepare our intervention in the incoming Language Assessment for Primary Grades (LAPG) and National Achievement Test VI (NAT VI) because we want to have an increase in its Mean Percentage Score (MPS). The increase in MPS will help us to have a good school performance. Few months before the said examination I and my teachers had a plan on how we will do the intervention/ review sessions with our pupils.”

In the same vein, teacher respondents shared the same knowledge about their principals about the strategy she uses in remediation or intervention of pupils who will take the Language Assessment for Primary Grades (LAPG) and National Achievement Test VI (NAT VI) so their Mean Percentage Score (MPS) will be increased.

“For us to increase the Mean Percentage Score (MPS) of our Language Proficiency for Primary Grades (LAPG) and National Achievement Test VI (NA VI) we are conducting review sessions for our pupils where in our principal is monitoring. She monitors the result of the pre and posttest so that we can focus on the subjects where pupils got low MPS.” (T1)

“We have our remedial/review session for concern pupils who will take Language Assessment for Primary Grades (LAPG) and National Achievement Test VI (NAT VI). The support of our principal is observable especially during the review sessions. She almost provides all the things of our pupils because she wants that our pupils will just focus on the review so that they will get passing and high grades. We really see her efforts so like her we are supporting each other and help our fellow teachers to give our vacant time to review some parts of the exam.” (T3)

In addition, she manifested **intellectual stimulation** through helping her teachers to realize that they need to surpass the challenges in this 21st century as cited by her:

“I always reminding my teachers to accept the challenge of every task assigned to them. I gave them words of encouragement always. I believe in all my teacher, I believe in their innate skills and abilities, so I gave them task that sometimes, they think that it is very difficult but at the end by giving all their time, effort and endeavor they successfully accomplish it without my help.”

Teacher respondents stated that she helps them to view difficulties as challenges in life that will help them to use their creative thinking.

“She always tells us that whenever we face difficulties we should think that this is just a challenge for us that we need to surpass. We should think critically and creatively so that we can find solutions on that. I remember when I am confused whether I will pass my pertinent papers as Master Teacher or Teacher-In-Charge in a small school in our District. She told me the consequences of becoming a Master Teacher (MT) or Teacher in Charge (TIC). After thinking deeply and analyzing what she said, I decided to choose to become a Master Teacher first. I will do it step by step and in God’s time I will pursue my dream. This experience really showed that my principal helps me to view difficulties as challenges for creative thinking and will come up to right decision.” (T1)

“She gives us positive thoughts especially when we have new programs and projects implemented. She always tells us that we must accept all the challenges that our department is giving to us. One situation is when I was chosen to become speaker in t our District In-Service Training (InSeT). I knew that our principal recommended me to our District Supervisor to be part of it being the Science District Coordinator. I told her that I am not deserving to be a speaker and there are lots of teachers who is more capable than me. She insisted that I can and she is believing in me. I viewed that difficulty as a challenge for me to think creatively, to show and share what I have so that they I will be a help to my fellow teachers. We are very lucky because aside of having as principal and mother in school we have a friend and a coach.(T3)

Intellectual stimulation was also manifested by principal through analyzing problems and gathering evidences before deciding in a situation as mentioned by her:

“Being the head of school is not an easy job, especially if there are problems/ misunderstandings. In solving problems, I always use the strategy of logical reasoning and evidence based. Oftentimes you always solve the problems by using valid witness you must mediate them you should have data and not only opinions. Problems must be solved calmly, witty and with valid evidence. DepEd orders may be used as evidence because these are the orders by our Department that must be followed.”

Teacher respondents shared the same experiences that she uses logical reasoning in solving difficulties in their school and makes sure that there is an evidence before judging or concluding.

“She prefers to use evidence- based in solving problems rather than unsolicited opinions. According to her if we want to become a good leader we should have firm decisions with basis and evidence, if we don’t do that no one will believe in us.”(T3)

“In time of decision making, I have observed that my principal is always evidence-based. This is considered fair since even she is asking for other’s opinions; she is making sure that there’s evidence. There is a text from anonymous that my principal received. The message stated that she should monitor our canteen manager specially our sales. She asked the auditor to have a rigor audit to make sure. After the auditing our auditor told our principal that there’s no problem and all the receipts, vouchers matched the financial report. During our meeting she open it to all of us that she will never believe on one person’s opinions if she doesn’t have any evidences. (T4)

Furthermore, **intellectual stimulation** was shown through creating a favorable environment where all teachers will share their ideas/ insights without uncertainty as stated by her:

“I think promoting conducive environment is considered a deed. In addition, it is good to have clear communication for it makes/ creates a good connection/ rapport with my teachers. No person is alike, even the twins so I believe that if I ask their opinions I will gather many bright ideas that we can use in accomplishing our tasks/ duties.”

Teacher respondents stated that because she wanted to know the teachers’ feelings, she created a favorable environment for them to express their ideas/ opinions.

“If there’s an environment that is conducive to the creation of sharing of knowledge it will help us to have positive atmosphere. She always makes our environment an engaging one so that we will be able to share our. I remember when we need to decide what topic will be the focus of our CIP this year. She grouped us according to our answers and let us have a simple debate about the topics. That is friendly and yet knowledgeable debate wherein we do not hesitate to answer and depend our topic. After the debate we finally come up to one topic and almost all of us vote for it. The importance of doing that is she let us feel that she is there willing to listen to us and let us share our insights without criticism.” (T1)

“To our principal an open communication is very important to her. She is absolutely creating an environment that is conducive to all of us so that we are comfortable to share our thoughts without hesitations. I think if she does that, she can gather lots of ideas for the betterment and improvement of school.” (T3)

Lastly, she showed **intellectual stimulation** through helping teachers to become good decision- maker and creative thinker and at the same time they can be capable of viewing

difficulties as a challenges rather than as a burden because of the support/ advice she gives them as expressed by her:

“In decision-making, I do believe that every suggestion is important, thus, I always take into consideration other people’s opinion. I never forget to ask the opinion of my teachers because I know that it will really help me to decide. I respect their ideas and I gave them the power to decide on their own after they gave their opinions and suggestions.”

According to teacher respondents she always gathers their ideas/ insights before giving any decision. There were also instances that aside from listening to their suggestions/ opinions she let them decide on their own

“Our principal is always open for any suggestions. She always listens to our ideas/ insights and decides after hearing our opinions. She always did that because she believes that the more ideas are there the better.” (T1)

“She always respects our ideas and insights. We all know that she is appreciative whenever we share it. She is a kind of principal that solicits our ideas first and then decide after that. We have Early Language Literacy and Numeracy (ELLN) it is intended for kinder- grade three teachers. She called all kinder- grade 3 teachers and they have short meeting regarding ELLN she first explains it and then she assigned one leader in each grade level. After that she asked if how will they conduct the ELLN session, my fellow teachers stated their ideas on how it will be conducted. And then we come up to a decision that in every ELLN there will be assigned grade level. They will be assigned on the program, speaker, activities and documentation. She let us decide on our own but always there to check, look and guide us always.” (T3)

In terms of **individualized consideration** she manifested it through treating all teachers fairly and equally, rewarding those who perform well and ensuring the needs of all are met as stated by her:

“I always practice fairness as long as I am here I am not around for the longest time that I will here but one thing that I will giving to you is fairness. I always tell them that they are equal to me, have equal rights, nobody is above, and nobody is favorite. We are here to serve our children, we are here to serve our school and we are here to give quality education.”

Teacher respondents shared the same experiences about how they were treated equally and recognized by her without any bias at all.

“She always treats us with fairness and no bias at all. She treats us regardless of our economic status and level in school. I remember when we she said that we will have a special Saturday class where in all of us will go back to school and have a review session to pupils. All of us follow her because we all know that she did that because it is for the benefits of our pupils and school. Though this is an examination for grades 4 and 6 pupils all of us are liable and responsible to this.” (T1)

“Our principal is always fair to all of us. She treats everyone fairly and without bias at all. Whoever you are if you did wrong you will be called by Ma’am at her office.” (T2)

She manifested **individualized consideration** through getting the attention of teachers who have been neglected in work and gives them advices so they will not be able to repeat their negligence as mentioned by her:

“I believe that in any organization it is not always 100 % and some of my teachers here had been neglected in their work. In a workplace, you can see active teachers, neglected teachers, pessimist teacher and optimistic teachers. We always have an open conversation in my office, and I am very straightforward when things are going wrong with them.”

Teacher respondents shared the same experiences and stated that their principal sees to it that negligence in their part will be addressed immediately.

“She keeps on reminding us and talk the teacher involve in private or one on one. One instance is when one of my co-teachers always came late because of her baby. Our principal understands her situation but there’s an instance that she abuses the kindness of our school head. When our principal noticed it, she immediately talked to that teacher personally and advise her. After that incident, we observe that she came to school early. According to our principal if she will get mad to my co- teacher the problem will not be solved so she thinks of a way wherein the problem of my co- teacher will be solved.” (T1)

“If it happened that one of us neglected one’s duty, our principal talks the teacher one-on-one and give her advice for one’s growth. Whenever we forgot to log-in/ log-out in our logbook our principal sees to it that she will talk us immediately. She will call us in her office and let us explain first and she advise us the right thing to do.” (T2)

“She immediately called the attention of the neglected teacher and she gives advices and whenever she will be neglected again and again our principal will follow the rules and regulation in our Department.” (T5)

Another common dimension of **individualized consideration** manifested by principal 1 is encouraging teachers to grow professionally in terms of attending several seminars and workshops as well as to pursue graduate studies as mentioned by her:

“Giving them regular Learning Action Cell (LAC) and letting them to attend in seminars/ trainings will help them to grow professionally. I see to that before the school year ends all of them have attended at least one seminar and encourage them to pursue graduate studies because it will help them to become familiar on new terms and trends in teaching in the department we belong.”

Teacher respondents described her as a person who always encourages them to pursue graduate studies and attend several trainings for them to be able to deal with the changes in this 21st century that they needed in their profession as well as for them to grow professionally.

“She is encouraging us to grow professionally and support our needs by helping us to decide what’s best for our personal growth. She also encourages us to pursue graduate studies so that we will be updated on the current issues and trends in our profession. She also tells us that it will help us to promote whenever we have units in Masteral or Doctoral and we should have goal to finish it and not only to earn units.” (T2)

“She let us attend different workshops and trainings here in our District and Division. This gives us the chance to become updated on the current trends here in our educational system that will help us to become knowledgeable and well equipped on the skills that a 21st century teachers need.” (T5)

Furthermore, she manifested **idealized influence** through recognizing teachers’ winnings and awards received in any competition as expressed by her:

“If my teacher won in a competition, I do appreciate their efforts through recognizing and acknowledging them by giving certificates and announce during flag ceremony. I am very proud whenever they won so in a little way I am acknowledging them. I also try my best to give them reward like giving them simple merienda so that their dedication and hard work will be paid off. As of now, I can see that my strategies help my teachers and pupils to strive more in each competition they are participating. Besides, there are also instances that I helped them training their contestants by sharing my ideas and opinions about it. Whatever I do, if I notice that they needed me I try to help and guide them.”

Teacher respondents also described her as a person who never fails to congratulate them whenever they won in a contest. At the same time, they are always recognized during the regular flag ceremony and recognition day.

“She is always recognizing our efforts, and during or after the flag ceremony she announced it in front of the pupils. I remember the first time that my pupils won 3rd in athletics. Our principal proudly announces it in the flag ceremony and gives us certificates and simple treat. With that I told myself that next year I will try my best to train my pupils so that we will win again and we’re hoping for the first place.” (T1)

“If one of us won in a competition, our principal acknowledges the effort of the trainers and contestants by announcing the winners after the flag ceremony. Our principal always gives support to all of us whenever we are joining a contest, she also gives us allowances and treat after we won.” (T2)

According to teacher respondents the way principal 1 shares expertise to the contestants and to them really helps them to attain success. She wants that their school will be a performing school that will be recognized in their district, eddis, division, region and even in the national level. She believes that the success of one is the success of the whole school and community. Teacher respondents also shared the same experiences about the unique manifestation of **individualized consideration** of principal 1 specifically on devoting time to achieve school goals:

“We really appreciate the recognition she gave to us whenever we won in a competition. If we are happy because we won in a competition our principal is happier than us. Unfortunately, I had my miscarriage while I’m reviewing my contestant for Quiz Bee and because of my condition I was not able to continue our review session. There are one week remaining before the said competition and I’m worried about my contestant’s situation because I am not around due to my leave. When our principal knew about it, she told the pupil and his parents that she will be the one who will continue to review the contestants. The parents are very happy because of their principals’ initiative and they know that she has many duties and responsibilities but she continue to review their child. The pupil won in that quiz bee and the principal recognizes me too, because even I’m on my leave I am the one who started reviewing. I am lucky having her as our principal and my determination to continue to train and review my pupils whenever there’s a competition increases.” (T3)

“If we won in a competition, our principal acknowledges our effort by giving certificates. She also sees it that she will treat us and all winners a simple marina as sign of appreciation for the job well done. That simple pleasure she gave to us help us to strive more for

the next competition and bring again recognition to our school. At the same time, our principal is a great writer too and she is one of the best School Paper Adviser (SPA) when she was a teacher so whenever be started our training for our campus journalist she help us discussed each category. Whenever she's not busy she is the one who checks the work of our contestants and gives suggestion on how they can improve their writing skills. She really helps a lot in our training and our pupils' enthusiasm to create good outputs are really observable. We also noticed that their writing skills improved and we trainers learned a lot from her. As a result we are always the highest pointer in our Schools Press Conference." (T4)

In addition, principal 1 manifested **individualized consideration** through undertaking individualized career counseling and mentoring. Aside from leading their school, she also acts as a facilitator, second mother, role model, friend, guidance counselor and many more as specified by her:

"Through counseling and mentoring, the one who is concerned will be aware of his weaknesses and strength. One will also know how to improve his/her full potential. I practice individual counseling with my teachers when I see something different to them. I will talk to them one-on-one in my office with a heart-to-heart atmosphere. I know that all of us are all professional and I know that all of us are facing different problems and trials in life so as their second mother in our school I will try my best to talk to them and give advices."

Teacher respondents stated that their principal although she is busy in the duties and responsibilities she always takes time to have individualized career counseling to each one of them. Whether it is teaching related issue or personal problem she is always ready to listen and give them advices that is helpful and beneficial to them.

"We all know that though we had a degree in Education and pursuing graduate studies we are not that too perfect in terms of teaching. Our principal is our great critic in all aspects. She let us realize why we should not do or do something and she always tell us that whatever we do we should always have aligned it in DepEd Rules and regulations. Coaching and mentoring is very important to her because she wants to see all of us following the rules of our department and become effective and efficient teacher." (T1)

"She always looks for our well-being, so she always does mentoring and coaching to all of us because she always wants the best for us. Specifically, on how we teach after her observation to us we have our post-conference where in she will tell us the things that she had observed to us." (T3)

"Our principal knows that individualize career counseling will help us to become a better person and teacher as well and it is for our own continuous development. She will point out the things we need to improve for us to teach well and become a good teacher." (T4)

Case of Principal 2

Profile of Respondent

Principal 2 took Bachelor of Science in Elementary Education (BSEd) in one of the Colleges in Bulacan. Since childhood her ambition is to become a teacher but her parents cannot afford to enroll her in any colleges/ universities. She really wanted to pursue her dream so she tried to apply for a scholarship and luckily passed the examination and became a scholar. There were maintaining grades in the scholarship she received so she studied well and graduated as Magna Cum Laude. She started her teaching career after she graduated in college and the experiences she gained during college days helped her to appreciate teaching profession. After passing the Professional Board Examination for Teachers (PBET) she applied in the public school. Luckily, she became a substitute teacher for six months and then, she became a regular permanent. She was a public elementary school teacher for 16 years and within those years she was promoted from being Teacher I to Teacher II and finally to Teacher III . She followed the advice of her principal to take the Principals' Examination and fortunately she passed it. After passing the Principals' Examination she was promoted as Principal I. After five years of being Principal I she was promoted as Principal II. Then, after four years of being Principal II she was promoted as Principal III. Currently, she serves as Principal III for five years in her assigned public elementary school. Her highest educational attainment is having the degree of Doctor of Philosophy Major in Development in Education.

Transformational leadership qualities were manifested by principal 2.

First is ***idealized influence*** shown through leading an example to be followed by teachers and always doing tasks beyond performance as expressed by her:

“In terms of punctuality, I’m telling my teachers that we should respect other people’s time, thus I always come early in my office and I am encouraging them to pass / submit report on time. There are times that I ask them to do one task/duty I see to it that I will teach them how to do it first so that they will be guided accordingly. Beyond my duties as school head, there are instances that I help our pupils in terms of giving items that they can use in school, I believed that sharing my blessings to them will help them to be more enthusiastic and active.”

“I always do my duties and responsibilities as the head of our school though sometimes it’s beyond my work. One example is the time, the time we spend in school though until 5 o’clock is our class hours there are times that I stayed until 7:00 pm or 8:00 pm due to unexpected reports. I do not want that my superior will call me telling me that I was not able to pass our report, so I did my best to finish it on or before the deadline. Sometimes I noticed that the task I have assigned to my teachers were not accomplish. Instead of becoming angry, I assist/ guide them so that they can finish it.”

On the other hand, teacher respondents shared the same knowledge about their principals and stated that she is leads by example and is a role model to them. Their principal always wants the best for the school, teachers and pupils that is why she sets an exemplar to all of them.

“Our principal is leading by example through influencing us to behave and respond in ways that we deem valuable and appropriate for our organizational outcomes. She is a workaholic type of person. Whenever our principal was assigned to a task she sees to it that she will do her best. I remember when our principal became the Officer –in-Charge (OIC) of our District Supervisor for 1 month. For one month she was the OIC as well as our principal. There are lots of paper works/ reports assigned to her but she really has a good time management.” (T6)

“Our District Supervisor is my principal’s superior so whatever the assigned task given to her by our Supervisor she always does it, follow it and obey it. Our principal believes that a “good leader is a good follower”. No one can become a good leader if he/she doesn’t become a follower. No one will follow you as their leader if they can’t see that you as their leader can’t follow what you are saying. In short, all the things/ task that she wants us to do, she will be the first one to do it so that we her follower will obey/follow her.” (T8)

In addition to this, teacher respondents mentioned that their principal believes in paying it forward or helping others in a simple way that is why she is a leader with a heart. Therefore, teacher respondents shared the same experiences about the unique manifestation of **idealized influence** of their principal specifically on doing good deeds to influence others.

“Our principal is really model that everyone of us will imitate. When she tells us to do something we can see that she also does it. Like for example, she is the one who till the soil, plant some flowers and landscape her small garden near her office. With that we are also motivated to do what did she did. At the same time , before the beginning of the school year she gives free school supplies to our 100 pupils who are in need and also in our Christmas Party she gives them simple gift and Noche Buena package. She is the only principal who did that using her own money. We asked her before why she did that and she told us that she was like those pupils who suffers poverty but despite of that she strived hard so that she finished her studies. Her good deed helps our pupils to study hard too because she is a role model to them and to us.”(T9)

“I think what our principal is doing to us is that she is treating us fairly that’s how she leads us. In terms of work related –issues our principal is really a hardworking principal and has initiatives in all the things that she will command us. Another thing is that during her birthday, she makes sure that she will include the 100 pupils in need in her simple celebration and she also gives them some school supplies before the beginning of the school year. She wants to see smiles on their faces because when she was a child she was not able to celebrate her birthday and her school supplies were all recycled. She wants to pay it forward.” (T10)

She also manifested **idealized influence** through encouraging teachers to share ideas/ insights whenever they have meetings/ seminars. She believes that the more ideas are there the better it is for them as mentioned by her:

“I always encourage my teachers to express their ideas and opinions every time I conduct meetings. I make sure that they will not be ashamed on sharing their ideas that will lead to the success of our work. In every goals and objectives that we do for example, for the fiscal year or in doing the SIP or AIP I always ask my teachers on what will be our objectives for this school year. We also have mid- year evaluation and the post year evaluation from that evaluation we can derive the objectives attained for the next school year.”

In addition, teacher respondents explained that, their ideas are acknowledged by her and she listens very well whenever they are suggesting/ sharing their views and opinions.

“During our faculty meeting, she always asks our opinions regarding the plans/ problems in our school. Once or twice a week our principal called our grade chairman for a meeting. Because we are many (teachers) and it will interrupt our classes if she will hold a meeting for all of us once or twice a week. After that meeting the grade chairman will re-echo the agenda of their meetings and we also give our ideas. After that she will ask our grade chairman for our suggestion/comments or ideas about that agenda so all of us were given a chance to express freely our ideas without the fear.” (T7)

“In our school, since we are big in population in terms of numbers of teachers there are grade chairman’s, so the grade chairman represent the members of grade level teachers so as we say our ideas on our grade chairman’s the grade chairman’s will be echoing our ideas to the meeting. During our monthly Learning Action Cell (LAC) she will again discuss the ideas that she got from all of us to really see if the ideas/ information given by the grade chairmen are really accurate.” (T10)

Lastly, principal 2 remains calm during crucial situations and at the same time she always shows her professionalism when she resolves almost all the problems she is encountering as mentioned by her:

“Being the leader of our school, I always practice calmness and politeness all the time. We do not really experience crucial experience in our school, but in dealing with matters for example problems with teachers and parents and students, we always practice camaraderie in dealing with them. Personal and school related problems must handle with right decisions and of course with calm feelings/ critical thinking.”

Teacher respondents also described her as strong person when confronted with problems, and can handle them calmly and logically.

“Our principal is the shock absorber of all the things that happens in a school because she is the head of the school and will take full responsibility and accountability to it. For example, parents went to school and complained about the teacher of their child. The parents were very aggressive, and they told our principal that if she can’t handle her complains she will go to our Division Office and talk to higher officials. She calmly explained to the parent that the time where the minor accident happen to her son is beyond the class hours where in his son doesn’t tell him. She also told the parent that his adviser is the one who performed first aid to his son. When the parent heard that she lowered her voice and thank the teacher that she complained.” (T9)

“There are some instances not only here in some school there are some issues there are some teachers that would oppose our principal’s ideas, but she handles those oppositions fairly/ squarely and in a patient manner that is why I believe that we have a principal who have long patience and treat every situation calmly.” (T10)

In terms of **inspirational motivation** principal 2 manifested it through accomplishing all the assigned tasks even if it is beyond time and duties as stated by her:

“I can say that they are all motivated because it’s not only our physical facilities that is improved and the academic standing or performance or our school. We have competed up to the National level competitions, so I can say that they are motivated as well as their pupils.

Another thing is if teachers see that their principal are highly-motivated they will be also motivated.”

Teacher respondents stated that principal 2 regardless of the many tasks and duties assigned to her, she makes sure that she will finish all of it ahead of time. She did it not just to comply but she really did her best doing it before passing it to the district office.

“My school head performed tasks beyond expectations because she believes that “whatever you do should do your best.” When the school was chosen to be the representative in a particular contest, she did her best she exerted full efforts to accomplish the needed requirements/ criteria and with extremely impressive outcomes that made the school win in a particular order.” (T6)

“I remember when our principal had her birthday leave last year. One of the grade 5 pupils had an accident, where in his eyes got wounded by a bamboo and his eyes were bleeding during lunch break. The adviser and our Officer-in-Charge (OIC) immediately called our principal and told her what happened. After “few minutes our principal told our fellow teachers to tell the parents of the pupils that they will go to the PGH and she already asked the help of the Barangay Captain, letting the, to use the ambulance for them to go to PGH. Even it is her birthday leave we appreciated what our principal does, and I can say that she performed task beyond expectation.” (T8)

Principal 2 also manifested **inspirational motivation** through informing all teachers about the program/ activities that will be conducted in their school and their importance as being part of it.

“I make it sure that my teachers are well- informed in all the activities/ programs in our school so that they will participate. For example, extra- curricular activities like having a fund-raising to improve the physical appearance of our school because of its situation before I came. I am happy because all of them were happily participating and doing the tasks delegated to them because I told them that the reason why I am doing this is not only for my sake, it is for their welfare as well as the pupils.”

Teacher respondents described her as a person who is devoted and dedicated in her duties and responsibilities.

“Our principal usually gives incentives in terms of simple “pangmerienda” or sometimes she gives local service credit especially if we go back here during weekends for our training. She knows how we really strive to balance our teaching loads and participating in all activities happening in our school, so she uses several motivations for us to really enjoy what we are doing.” (T7)

“We are 81 teachers in this school. We are many, so our principal takes this as an advantage rather than disadvantage. It is impossible that she will meet us every day, so she assigned grade chairman in each grade level. Our principal whether she is in our school or not we 81 teachers knows our duties and responsibility especially during a program. We are aware on our roles and the committee where we belong so when there is activity we all know that it will run smoothly. We are inspired to do it well because we see how our principal also did.” (T8)

In addition, she manifested **inspirational motivation**, through talking to teachers enthusiastically so they can accomplish the tasks assigned to them. This helps the teacher to become eager and optimistic though they have many other obligations and duties to do as expressed by her:

“One time a teacher approached me”, she said, “Ma’am, we are wondering why we are following all your assigned task given to us, whenever you talked to us because Ma’am your voice is always normal but has an authority.” As their school head I must be enthusiastic and full energy because I am the captain of our ship, so I must have sense of direction and know our goals so that we can sail smoothly and surpass the challenges and changes that we might face in our journey.”

Teacher respondents explained that their principal’s manner of talking help them to be inspired perform well and give their best when accomplishing their tasks. In addition, she is soft-spoken person and her words of encouragement help them to immediately follow her whenever she asks them to do a specific task.

“I think that if my principal will talk enthusiastically to me and to my other co-teachers it will lead to the accomplishment our work. The words are powerful especially on how you say it. She is soft spoken so when she asks me or my fellow to do it. We absolutely do it. We like that kind of personality that’s why we follow her. No pressure but always there to reminds us specially the things regarding to our work.” (T6)

“I’ll be inspired to do my task if she talks to me enthusiastically. For example, she asked me to join the District Strategic Intervention Material (SIM) contest. I know that I can’t join because I don’t have any idea on that. But our principal speaks to me enthusiastically and she said that why others can so like them I can do that. I felt on that very moment how she talks to me on that manner helps me to change my mind and apparently, I decided to join. Fortunately, I won 5th place and she told me, “see I told you, you can do it and I am very proud of you, keep it up.” (T7)

Furthermore, **inspirational motivation** was manifested through creating an environment wherein harmonious relationship among teachers is observable. She believes that camaraderie is very important in every organization and once teamwork is present, attaining success in every situation is achievable as cited by her:

“The total numbers of teachers here is 81 and even if we are many, no one has hard feelings to anyone; I mean all of them have good relationship with each other. I established rapport among them, even though it will take time to do that because of the large number of my teachers. During our monthly LAC/ INSET/ team building activities, meetings, seminars and trainings and I made sure that there were group activities. My teachers were competitive and always participated in the activities I given to them, but they did not notice that after those several activities, teamwork/ good working relationship were build.”

Teacher respondents shared the same experiences and stated that a successful teamwork relies upon synergism existing among all team members creating an environment where they are all willing to contribute and participate in order to promote and nurture a positive, effective team environment.

“I can say that our principal always wants the best for us. She wants that monthly we must have one day wherein we 81 teachers can see each other/ talk to each other/ do our task together etc. The size of our teaching force is big and it's difficult to have these meeting once a week because in our Department there must no Interruption of classes. During our meeting/ Learning Action Cell (LAC) or INSET she makes sure that there's an activity wherein all of us will join so that the rapport among us will become stronger.” (T7)

“She creates a winning culture so that people feel confident about themselves and their work. She always group us differently and she wants us to find out each other strengths and personalities for a better relationship and strong team work.” (T8)

“As per teamwork is concern she always gives time to think where do you want to go whenever we are having vacations, we're having seminars, we're having different meeting so with that seminars we are attending we are building camaraderie with our group I guess all the schools are doing this during vacation doing their Rest and Recreation (R &R) while having their seminars.”(T10)

Lastly, **inspirational motivation** was manifested through continuous motivation to teachers for the development of their skills and abilities specifically their teaching performance for them to give quality of education as mentioned by her:

“Actually giving continuous encouragement to my teachers to improve their teaching performance is a part of my job as a school head. I usually have my observations announce and unannounced. During post-conference, I see to it that we are the only one that will have a conversation in my office. I will tell them the result of the observations and I will congratulate them to the things I have impressed. I want to help them think of new ways to improve the things I think that they need to change/ modify.”

According to teacher respondents principal 2 helps them to improve their teaching performance using several methods. She uses observation of classes as one of her methods to evaluate their teaching performances. A post-conference followed wherein she discusses the things she had observed, things where they will improve or continue to use.

“Before the school year ends all of us have attended at least a training/seminar for the improvement of our teaching performance. Trainings and seminar were being offered to interested teachers and teaches who specializes in certain learning area and we also attend District In-Service Training (INSET) to enhance and improve teaching performance.” (T6)

“Since I have inferiority, because of her continuous encouragement it really improves my teaching performance and with also the help of our master teachers. There are times that my principal roams around each classroom. She monitors us and observes our classes to discover our strengths and weaknesses. She is a straightforward person and yet soft spoken one. If she saw a thing that you need to improve she will call you in her office and she will give you several suggestions/ advices on how you can improve it.” (T7)

Thus, teacher respondents described their principal as a person who is devoted and dedicated in her duties and responsibilities at the same they were also inspired to perform.

“If you love your job and work the betterment of the pupils, you possess the motivation. At the same time, we are motivated because we see that our principal is very active, compassionate, dedicated and hardworking. The reason behind our initiatives in to the task we have is because of our principal who always leads and guides us. She is an example that everyone wants to imitate and to follow.” (T6)

“We are motivated to do our tasks and duties in our school. Aside from the oath that we recited before we get our license we have the duties to follow in our assigned school. Although our duties and tasks are difficult it is worthy for our own development. We all know that our principal does her best to makes us more active and good follower on our assigned task and duties.” (T8)

In terms of **intellectual stimulation** principal 2 manifested it through encouraging teachers to be involved in the activities in their school specifically on how they can increase

their Mean Percentage Score (MPS) of Language Assessment for Primary Grades (LAPG) and National Achievement Test VI (NAT VI). At the same time she makes sure that all her teachers will be involved in remedial and review sessions they will be conducting because it is a team effort as stated by her:

“During the release of the result of Mean Percentage Score (MPS) in our Language Assessment for Primary Grades (LAPG) and National Achievement Test for grade six (NAT VI), I always ask them to get the results and get the 10 least learned competencies and then after that we will do intervention about it. Together with my very diligent master teachers and devoted grade leaders, we will plan about our intervention. We will group my teachers into two teams. One team for the LAPG and the other team is on the NAT VI, group I let them realize that it must be a team effort, so we can attain our goal, which is to have increase in MPS. I am grateful because I saw how my teachers really do their best in every remedial or review sessions we have. As a sign of gratitude, I give them simple reward and free snack.”

Based on the teachers’ responses they always have yearly increase in their Mean Percentage Score (MPS) because of the strategies they conducted. With the help of their principal and master teachers they analyze all the tests they gave to their pupils and identify the least learned competencies. He focuses on these competencies so teachers can help their pupils improve their scores. Review session also help the pupils to remember their past lessons that might be included in their examination.

“All of us want to have a high Mean Percentage Score (MPS) so our principal makes an intervention plan on how to increase our MPS. We are conducting a pre-test after that we make sure that the 10 least mastered competencies of the pupils will be enhanced. We also have review sessions every afternoon. Fortunately, we always have an increase in percentage though it’s not too high at least we give our best for that.” (T8)

“She suggested the use of suitable techniques and strategies for the learners to develop their skills. She also suggested to use different interventions to achieve the target Mean Percentage Score (MPS) for Language Assessment for Primary Grades (LAPG) and National Achievement Test VI (NAT VI). Our principal really gives importance on the result of LAPG and NAT. She always involves us in the planning stage of our intervention and sees to it that she will distribute the task equally for the attainment of our goals.” (T10)

In addition, principal 2 manifested **intellectual stimulation** by using cognitive skills and strategies that can increase the possibility of a desirable outcome in the school. She allows teachers to think rationally and creatively because it will help them look at things from a new perspective, to come up with innovative solutions to problems as cited by her:

“I always tell them that every day we are experiencing/ facing many difficulties and challenges in life. Sometimes it is personal problem, financial problem and work-related problems. In terms of school related work, I see to it that before giving any tasks to them, I explain it clearly so that confusion in their part will not arise. At the same time, if I saw them having difficulties, I give them advices that will help them to think creatively and critically. We just need to handle those problems with calm, clear, creative mind and with wide perspectives. Above all, we should ask the help our Almighty God to help us and guide us always.”

Teacher respondents shared the same experiences expressing that their principal helps them to realize how important the use of creative thinking in their lives especially in their teaching profession.

“By advising us that change always happens we should have to learn to anticipate embrace and adapt to it and teach other to do the same. Let me cite an example, last summer my principal told me that there’s a memo came from our Division Office that I will be one of the speakers in the K-12 Mass Training for Grade 5 Teachers. I told her that I do not really deserve to be part of that and there are teachers who are more capable than me. Another reason is that I am not too literate in computer. My principal told me that it will happen once in our lifetime that the Division Office will choose us, so we should grab that opportunity. She also told me that our ICT Coordinator will help on my power point presentation so don’t worry too much. With the support and help coming from I accepted the challenge through my creative thinking.” (T8)

“For this case, there some of difficult challenges that occurred in our school for example as for me I have experience that my pupil had an accident because of Physical Education class which my other co- teacher assigned to. While she is teaching so with that difficulty at hand since I am the adviser of my pupils, our principal just told me that “just stay behind the back of your pupil so as the parents show them that whatever will happen you are supporting, you are there for the parents would feel that the teachers are not just an also a teacher in school but also a parent we also care for them.” (T9)

Intellectual stimulation is also manifested through the use of logical reasoning, critical and creative thinking. She believes on the power of evidence and investigation while solving difficulties and never listened to unsolicited opinions as mentioned by her:

“Nowadays, if you want to solve problem you should need to used reasoning and evidence because if someone challenge you to explain why you choose that decision you can now explain it to him/her with prior evidence and valid proof. As much as possible I really look for evidence though it sometimes takes me time to get the evidence, but I can assure everyone that my decision is irrevocable.”

According to teacher respondents, their principal knows the importance of evidence whenever there is a problem or misunderstanding. They do their best to look for evidences so that they can make good and quality decision or judgment.

“With such a big school being led by one principal, she resorts to different ways in solving problems. Problems which involves the school security/ safety she had installed CCTV Cameras. Problems involving school personnel and teaching and non-teaching staff she talks to them directly to be corrected. She never decides without seeing or having any evidence, she is always sure on the decision she is giving because she has proof to it.” (T7)

“There are so many conflicts, among pupils, between parents that has been settled here because our principal would listen. She would just listen to the other side to the other side so that she will know what truth is. With that, I can see, or I can conclude that our principal is analyzing each conflict or issue well. Aside from that she never look at anyone’s status. Just like few weeks ago we have a case involving the son of our co-teacher and his classmate. She talk to both parties and solved the problem successfully. Fair judgment leads to understanding.” (T10)

Principal 2 also manifested **intellectual stimulation** through listening and communicating well with teachers. She let her teachers share their insights and sees to it that they will not be humiliated while they are explaining their views as expressed by her:

“I believe that if you have a good facility, you will create, and you will encourage your teachers to acquire knowledge but if your facility is, not how can you motivate your children and students to learn if your classrooms and offices are not presentable. It also reflects the personalities of the school head. In addition, I also create an environment conducive on sharing of knowledge among my teachers especially when we have our meetings. I make sure that I listen to their suggestions, ideas and comments.”

As stated by the teacher respondents principal 2 listens to their views and always encourages them to express it whenever they have meetings. They believe that by doing so they are assured that they will not be humiliated. Small ideas up to big ideas are acknowledged by her so they are eager to suggest and give their opinions.

“To tighten the working relationship among teachers and staffs she makes sure that we have the same rights and exercising it the same also no matter what rank or status of life we have. She is a good listener to our insights and ideas regarding to school matters. She accepts all our thoughts and scrutinized it thoroughly before giving conclusion. For her it’s good to hear first our ideas whether it is positive or negative so that she can now think for a better choice.” (T6)

“She always creates an environment that sharing of knowledge will be possible. She always makes sure that all of us will be comfortable in terms of physical conditions of our school as well as social and emotional. She always listens to the suggestions/ comments of my co-teachers but at the end she really analyzes it before giving a decision.” (T7)

Lastly, **intellectual stimulation** was also shown through acknowledging teachers’ views and opinions before giving any decision or conclusion. She knows her limitations and believes that others also have bright ideas that can be shared as mentioned by her:

“In making decision, I am not here to make decision alone. The big decisions I always ask the Student Governing Council (SGC) sometimes I always ask the PTA, Student government because in decision making it is a collaborative effort of the SGC it is not the school head alone, school head is just only mentor, guide or an adviser but we are the not always the decision maker.”

Teacher respondents described principal 2 as a person who always gathers their ideas/ insights before giving any decision. She analyzes the opinions given by them and then she decides. There are instances that they are the ones who decide on a matter, provided that the majority agreed on it.

“She often gets the consensus of teachers to come up to an agreeable decision. Like for example in our Gender and Development (GAD) before deciding for the venue of our GAD she will conduct a meeting to all of us. She first asks our ideas/ insights, so we suggest a place and then after that she tell us the pros and cons of our suggestions. She will also discuss our budget so that we will know where will be the right venue for our GAD. She did that because she knows that two heads are better than one and she wants to hear our side so that in the end she can’t hear anything from us.” (T6)

“Absolutely yes, she never fails to ask our suggestions / ideas before deciding specifically if it pertains to our pupils’ welfare. At the middle of the school year she will ask the grade one teachers who among their pupils are slow readers/ non-readers. After submitting the names our principal and the grade one teachers will have a meeting where in they will be asked on interventions that they will use to those pupils because they know their pupils’ needs.” (T8)

In terms of **individualized consideration** principal 2 manifested it through showing fair treatment to teachers. She looks at each one of them as important as the others no matter what position they have as expressed by her:

“I always practice fairness in all the things that I do. I treated my teachers fairly no matter what they are. No matter positions or years in service, they have, if they are wrong we will talk in my office. I will never let them to continue their wrong doings, if it is reasonable/ valid I will give them a chance, only one chance to change if not I will give them the right measures based on the DepEd Rules.”

Teacher respondents described their principal as a person who treated them equally just and right because of that they express greater satisfaction while doing the tasks assigned to them.

“As I know our principal is fair to all of us. Like for example, when the teacher is wrong or do something that is not aligned in DepEd orders whether she is a Master Teacher, Teacher III, Teacher II or Teacher I she always corrected him/ her for the sake of that teacher and not to humiliate him/he in front of others. In terms of our grade in Results-based Performance Management System (RPMS) at the end of the school year she is very fair regarding our grades. She can give us high ratings once we can show to her our evidences. I think that is another example of how she treated us fairly.” (T6)

“Fair and square, she gives fair chances for self-development as well as imposing disciplinary action for mistakes done. Whenever there is a teacher who needs to be talked due to misconduct, tardiness etc. She will talk to him/her personally no matter what position/ rank you have.” (T7)

Principal manifested **individualized consideration** through treating the teachers equally and just. Once a teacher brings recognition for the school she makes sure that he/she will be recognized well. She did it to all the teachers no matter what place/ rank they have in the competition. She is also appreciative to the efforts given by the teachers and contestants so they were also given certificate of recognition and simple reward as mentioned by her:

“Yearly, our school really acquires many awards and recognitions and I’m very thankful because I have here great, talented and industrious teachers. Once they won, I first thank our Almighty God for the blessing she gave to us. During our flag ceremony I recognized

them and I also post their winnings using a tarpaulin posted in the fence of our school so that they will see how I am very proud of them because of their accomplishments.”

Teacher respondents shared the same experience on how principal 2 appreciated the effort they give to train their pupils that she is the reason why they win in the competition they participate in.

“Fortunately, our school won several competitions and she recognized the pupils, teachers and staff who supported the winning persons involve through certificates and messages. She also posted the names of winners and coaches in social media with their picture and in tarpaulin so that they will be recognized by others too. Simple actions like that of our principals made us realized how proud she is in our achievements, so we are striving hard whenever we are joining a contest.” (T8)

“Our principal has a habit that whenever we are joining in competition she always accompanies us and monitors us. There is instance that she, herself is the one who distributes our merienda/ lunch wherein not all the principal will do that, so we are very lucky to have her. In return for all the good deeds she showed to us, we really do our best to win and get some awards. Whenever we won she always congratulates us and recognize us.” (T10)

Additionally, principal 2 manifested **individualized consideration** through becoming aware on teachers’ actions inside the school. She is very observant and always talk to teacher personally and gives advices for their own good as stated by her:

“There’s no perfect person as well as perfect teacher. Negligence arises some instances from my teachers. Whenever we have meetings I always reminding them the rules and regulations we need to follow also the tasks and duties we need to accomplish so that they will never forget it. There are times that they neglected no matter how many reminders I made. Whenever I saw that they have been neglected I talked to them in my office we have closed door conversations wherein I told them that we need to abide the rules in our department and if they can’t do it, they must file their leave or resignation.”

According to teacher respondents principal 2 is very observant specifically on their action. She notices immediately if there is negligence on their part. She talks to them and gives them advices on how to avoid it. At the same time feedback from her is the most powerful staff development approach that can impact and change behavior.

“We all know that there is no perfect person as well as perfect teacher. There are times that we teachers have been neglected so she will address it to the Grade Chairman first. Sometimes, teachers need to be summoned at the office, but she never humiliated us in front of others. I remember when I was not able to wear our uniform on the first day of school, I was called by our principal and told me that I was not able to follow our rules about wearing uniform in the first day of our school, I know that I was wrong because the sewer told me that she can't finish it today so I asked forgiveness for what I've done. She told me that as soon as possible I must wear our uniform and next time she will give me proper actions.” (T6)

“Our principal addresses us through messages on phones, personal or call. Our principal is optimistic though the person that she is talking is neglectful, she gave advices to my fellow teacher and reminded her to do her job well and always beat the deadline for reports.” (T8)

Principal 2 manifested **individualized consideration** through encouraging teachers to continue studying post graduate courses and become active in attending several training and workshop that will improve their teaching skills and abilities.

“We are now in the 21st century so we must be able to cope to the changes it brings. We, educators need to face the challenges that we are encountering now so we must prepared enough for it. I see to it that whenever there are seminars/ trainings in our District/ Division I will be able to send at least two teachers based on their expertise. We are lucky that annually there are different seminars for teacher, maybe because the supervisors knew that teachers nowadays need new knowledge and approaches for them to be more effective and efficient one.”

Teacher respondents stated that principal 2 always wants the best for them. She motivates her teachers to attend different seminars that will hone their skills and abilities and to pursue graduate studies for them to learn the current trends in our educational system and become a means to be promoted.

“Our principal knows our individual differences so when there's a seminar she really pushes the teacher whom she knows that have the ability/ skills for that topic because she wants that we be updated on the currents trends here in our educational system. With that we can learn, and we can also collaborate with other teacher in different schools which will help us to grow professionally.” (T9)

“She encourages teachers to enroll and continue their studies in graduate courses. She reminded us of the benefits of continuous education. So, like me I am inspired by my principal who already had a Doctoral Degree. She always tells us that we can do it so if we have the

strength to study we should try it. Luckily, I received a scholarship grant from our beloved Mayor wherein I will be included in the 100 teachers who can study Masteral for free. Free Masteral for 100 teachers is one of the projects of our Mayor that really help teachers who can't afford the course but determined to study." (T10)

Another common dimension of **individualized consideration** manifested by principal is mentoring and coaching teachers in times of difficulties as expressed by her:

"I am not only their school head but I'm their second mother, adviser, mentor and coach. Once that they have a problem specially if it is school matters, I'm very willing to listen, help them and we will never give up until we were not able to solve that. When I see my teachers and I feel that there something wrong with him/ her I will call her inside my office and we will talk about it. I think my advices are big help to my teachers because until now, they are reaching me and ask my opinions whenever they encounter dilemmas in life."

Teacher respondents described principal 2 as a mentor, coach and a mother figure. Their principal sees to it that she conducts individualized career counseling and mentoring whenever they needed it.

"I believe it is important for principal the individualized career counseling, given that her other duties wouldn't be neglected. For a large size of faculty like ours, individualized career counseling will take too much time. Nonetheless, she finds time to visit the building of certain grade level to talk and always the teachers about certain things. There are times that when she observed something different from us, she will immediately call us, and she will ask us if we have problems. Two years ago, I remember that I have a personal problem about my husband, I know that it is outside my work, but our principal noticed it, so she insisted me to tell her what it is. At first, I didn't know if it's right to open personal problem to her but when I heard her advice, I told myself that she is correct that there is reason why I opened it to her and I will follow her advice. Though it's not related in my profession our principal helped me and gave me advices like her real daughter. Until now I really treasure what she did to me, because it helped me saved my relationship with my husband." (T6)

"In most employee and employer relationship that is generic that the admin felt even the employee felt the concern of the employer, in our situation because she is our head she is the leader, you know individualized career counseling is important because that will boost our morale and motivation to work harder" (T9)

Case of Principal 3

Profile of Respondent

Principal 3 took Bachelor of Elementary Education (BEEd) in one of the universities in Manila. During her college days she became a working student in their school and it really helped her to survive. She used the money she earned being the library assistant to buy books, make assignments and projects. She belongs to a big family so she did her best to support herself so she will not become burden in her parents. After graduation she immediately look for a job and taught for at least one year in a private school. After passing the Licensure Examination for Teachers (LET) she applied in public school and luckily she immediately became a permanent teacher. She was a public elementary school teacher for 10 years and within those years she was promoted from being Teacher I to Teacher II and finally to Teacher III . She took the Principals' Examination and fortunately she passed it. After passing the Principals' Examination she was promoted as Principal I. After three years of being Principal I she was promoted as Principal II. Currently, she serves as Principal II for five years in her assigned public elementary school. Her highest educational attainment is having the degree of Master of Arts in Education major in Educational Management.

Transformational leadership qualities were manifested by principal 3.

Principal 3 manifested ***idealized influence*** by becoming a role model and sets an example to be followed by teachers as mentioned by her:

“I will not praise myself, but I will say that I am a kind of principal who is dedicated and committed. Since then, when I was a teacher I see to it that I am punctual because I do believe that being punctual not only on arriving at school but also on other aspects related in my profession will help me accomplish all the tasks I need to accomplish. Since then and until now, I possess that punctuality that gives me also the time to monitor our school, my teachers and all the happenings in our school.”

Teacher respondents stated that they really observed how principal 3 serves as an exemplar and role model to all of them. They tend to imitate what she is doing for the betterment of their pupils and school as well.

“Our principal does not only command us, her teachers to do our duties and responsibilities but more of approaching us like a good friend, mentoring them, suggesting ways to improve our teaching and motivating us to excel on our chosen profession.” (T13)

“When our principal assigns us to do something (e.g. paper works, report etc.) she leads us how to do it. Through this we learn from her. Whenever there’s a Memorandum came from our District, Division, Region, Central Office our principal sees to it that she read and understand it before giving/ telling it to all of us. If you are the receiver of that Memorandum she will call you in her office and will explain to you what will you do and if you have questions and need assistance or help coming from her she is very open to help you to the best that she can. She never let us feel that the burden in doing that is only in our hands. Our principal always guides and leads us to what we really need to do so that we will accomplish it successfully.” (T15)

In addition, principal 3 manifested **idealized influence** by performing beyond duties and performance. She sees to it that all the assigned tasks given to her will be accomplished on or before the deadline. Even it late at night she makes sure that she will finish doing it before going home as cited by her:

“I just do my tasks and duties beyond expectation and I do not expect anything in return. I do not compete with anybody; I do it not because I know somebody is monitoring me but because I need to do it as the head of the school, so I really give my 100% or more to accomplish it. I always tell my teachers that they should always do their task even if I am not around or I cannot see them because that is the essence of being a good follower/leader. Even though no one sees you, you should give and do your best to accomplish your task.”

Teacher respondents appreciated their principals’ efforts and the way they think whenever a problem arises. She is a kind of principal who always does her duties and accomplishes them no matter what happens. She does not mind the time she will go home as long as she is does her work/ duty. It is really observed how she is dedicated and committed to her work and works beyond expectation.

“Our principal has a motto that sticks to my mind is her motto.... “Do your work not just to comply, but do it for excellence.” She never gets tired of saying that everyday, especially when we have a project or assigned task that we need to accomplish. She is very meticulous and strict to all the outputs we are passing to her. She will really check your work and even a simple grammatical or typographical error will be noticed by her.” (T11)

“Our principal is perfectionist and work with greater effort beyond time. Like in joining division contests, validation of SBM and other monitored projects and programs of DepEd. She never says “No” to our District Supervisor whenever she told our principal to participate in different contests/ competition. Even if it is on National, Regional, Division or District Level our principal always joins it. She said that we must be a risk-taker and must grab all the opportunities because it will really help us to really achieve our goals. We should always do our best to do and try new things for the betterment of ourselves and our school and pupils.” (T12)

Principal 3 also manifested **idealized influence** through giving teachers a chance to explicate their ideas and opinions whenever they have meetings or seminars. She believes in the teachers’ ability to think creative ideas that can help them to attain success as stated by her:

“I let my teachers to freely express their ideas about a certain situation. Like for example, during our meeting I tell them that we will have collaboration of ideas and insights. I ask them one by one, we also have consultations about the assigned task given to them. I always encourage them to share their ideas and insights for us to accomplish the projects and programs we have in our school.”

Teacher respondents described their principal as a person who always listens and recognizes their ideas. They are given a chance to express what they are thinking and always uses it to accomplish their school goals.

“She believes that collaboration in the school is the key for success. We are encouraged to voice out our opinions in different dealings in our school. Like for example on how we will lessen the number of absentees monthly. We had our brainstorming and we shared our ideas. Some of us said that we should give rewards for the pupils who will have complete attendance. Some of us said that we should have home visitation to all our pupils. She really encourages us to express our ideas because she knows that we will have brighter ideas if we will think together.” (T11)

When we are having meeting, she always asks us on what suggestions can we give to achieve best results. One best example is when we are having our In-Service Training (INSET) during semestral break. It is a one-week training. A month before the School INSET she

conducted a meeting to all of us wherein she asked what topics will be included in that INSET and how we will conduct that. Before the meeting ended we came up to a 5 day- INSET Plan wherein all of us were assigned to a topic. All of us are speakers included her and the distribution of labor are also equal. We successfully conducted the 5-day INSET wherein we are happy on the results because all of us planned it and we successfully accomplished it.” (T13)

Another manifestation of ***idealized influence*** is involving teachers in accomplishing their school goals and objectives. Principal 3 sees to it that starting from planning phase teachers are all included so they will be knowledgeable on the process up to its execution or implementation. This helps them to attain success because everyone knows how they will achieve it as expressed by her:

“It is very important to involve your teachers in accomplishing your goals. In the formulation of the objectives of School Improvement Plan (SIP) and Annual Improvement Plan they are the implementing factor, though I have vision in our school, it will not become successful if there is no teacher participation. If the teachers feel that they are really involve they will be motivated to do their part.”

Based on teachers’ responses, they are highly stimulated because they know that they are part of their organization. Principal 3 involves them and sees to it that they are all well-informed in the accomplishment of their school goals thus, motivating them to become part of it.

“We always work as a team and every opinion counts. She always involves all of us her teachers in accomplishing our school goals. According to her, “we are the essential part of the school, without us this school will not function well and become useless.” Whenever there’s an activity/ project/ program needed to be done she always engaged us in planning phase up to implementation phase. She wants that all of us must be knowledgeable on the things happening in our school. She also said that we are all responsible and accountable to all our duties and task here in school, so we need to be involve in accomplishing school goals and objectives together.” (T11)

“In terms of school’s goals/ objectives, she always involved us. Especially, if there are school evaluation, contest and activities in school. She is a kind of principal who engage us in different activities specially in accomplishing our school’s goals.” (T14)

"I believe that everybody is motivated because once a task is given, everybody is eager to finish it. We are really motivated whenever we accomplish our school's goals and objectives. Why? Because our principal is not only a manager, she is a doer and leader at the same time. For the past 8 yrs. of my teaching experience here I can proudly say that she is the only principal that also do what she asks all of us to do. With that kind of leadership, I can say that all of us are highly motivated and stimulated so we follow her all the time." (T15)

Lastly, principal 3 manifested **idealized influence** through showing how calm she is whenever facing difficulties. She believes that being calm will help her to think of creative ways on how to solve it as mentioned by her:

"According to my fellow teachers, among their previous principals I am the coolest one. They sometimes called me, "Ma'am cool principal" I admitted it that I am cool in every situation we have. I am a person who is not mad, angry and stress when a problem arises complaints from parents are usual and I don't want to make a mountain out of a mole, so I talked to them sympathetically and really investigate for the truth."

Teacher respondents shared the same experiences and stated that their principal is always calm while encountering difficulties. They noticed that this strategy helps her to analyze well the problem until its solution.

"She displays calmness under pressure. It happened during panel interview on Search for Outstanding Principal. I remember when she was chosen by our District Supervisor to join the Search for Outstanding principal. She told us that she is not sure if she will accept the challenge given to her. She also told us that she knew that she is not deserving to join and there are lots of principal whom our supervisor can choose. But our supervisor insisted her to join, because of her great performance that can also be seen on the school performance where she is assigned. Our school really performs well when she came. At the end she accepted the challenge. She prepared all the documents needed in the Search and when the interview session came, she really showed her calmness, being eloquent and witty." (T11)

"In every crucial situation in our school our principal always remains calm. One instance is when one of the parents of our pupils got furious to the teacher of her child because her child was hurt after cleaning. Our principal talked to the parents of the pupils that is an accident and no one wants it to happen. She explained that our school will help on the expenses, so she need not to worry at all. She also called the teacher and the adviser of the pupil, she let them explain what happened and they promised that they will help the parents in their medical expenses of her child. At the end the parents and the teachers agreed to it. After that she also talked the teacher and adviser that they should be careful next time and she doesn't want to happen it again."(T13)

In terms of **inspirational motivation** principal 3 manifested it through motivating teachers to always do the tasks given to them and makes sure that they will give always their best on doing it as expressed by her:

“I know that my teachers are highly motivated. As their principal, I can say that all of my teachers are highly motivated. It is because of our District Supervisor who works excellently and doing things in an extraordinary way. I am motivated to follow all the tasks assigned to me because of our District Supervisor so I want also my teachers to be also motivated like me. If I ask my teacher to do something, I will make sure that I also do it, so they can see that I am a doer and not only a boss. I give clear directions and instructions whenever at the end of the school year, I will make sure that we will have team building and I allow them to bring some of their family members. I did that because that is my reward to them for their job well done for the school year.”

Based on teachers’ responses the actions of their principal really helps them to be motivated always. They are fortunate to have a principal like her, who always helps them as a professional. Whenever there is program in their school their principal sees to it that all of them will become part of it and the task is always equally distributed. Knowing that the tasks is equally divided they are stimulated to do the task assigned to them and give their best.

“Our principal uses positive motivation in all of us. Instead of focusing on our mistakes and waterloo she always uses the good in each one of us. She also helps us to overcome our weaknesses. Whenever there’s a program or activity in our school our principal sees to it that we will have a rotation on the master of ceremony in every program/ activity. She does that because she wants that all of us will be exposed on that task and will gain self-confidence in a big crowd. After the one rotation on being a master of ceremony we are very happy because we surpassed it, and we ready ourselves again for another rotation. Though we are not so good being the master of ceremony, we are trying our best to do our task/ duty.” (T11)

“We do our job in school not only because it’s our duty but because we are also motivated by our principal. Whenever we had a report to do, she sees to it that she never leaves us. She is patiently waiting for us, and she said that whenever we need help she is one knock away in her office.” (T13)

In addition, principal 3 manifested **inspirational motivation** through encouraging teachers to take active part in the activities they have in their school. She makes sure that

teachers' task will be distributed equally so everyone will be motivated to do their roles as stated by her:

"It's very important that they become part of all the activities and programs/ events in our school. One of my style is that, I will ask them is what is their forte? Some of them did not answer but as the days passed by, I will discover that they have a talent in that area. After knowing, that they have that talent I will assigned them to become the Masters of Ceremony, the conductor in our National Anthem, team leader in one of our programs, dance instructor and everything. I know that they respected me a lot, so they followed what I ask them to do. At the end of the day, they are grateful to me because they accomplished it very well."

Teacher respondents describe their principal as a person who interacts with them effectively with regard to instruction. She makes sure that there is always clear communication among them so that conflict will not arise. Knowing the instructions and having clear communication help them to attain their school goals.

"She always makes sure that communication is open. She gives instruction during staff meetings. She is very hands- on and asks us from time to time the development of our activities, events and projects. She involves us, she asks our ideas/ insights, so we are encouraging to become part in every activities and program we have. We also have rotation of duty wherein we really see to it that whenever it's our turn we really do our best to make the flow of the program become successful." (T11)

"Being aware and well-informed on all the happenings in our school help us to give good suggestions/ opinions pertaining to the betterment of the students and school. She involves us in planning and of course in the implementation of the programs/ projects. We are highly motivated to join because we are one of the persons who plan it and the one who knows how it will positively affect our school." (T15)

Furthermore, Principal 3 manifested **inspirational motivation** through encouraging teachers to always give their best having the same goals and objectives which is to improve the quality of education that their pupils receive. Knowing that, their teachers feel that they are guided always on the right path as cited by her:

"I always give continuous encouragement to my teachers so that their teaching performance will be developed. I monitor all the happenings in our school as well as my co-teachers and I have daily observations with their classes. Whenever we are having post-conference, I will make sure that we are in my office and we have a close door post conference."

In our post-conference, I honestly tell them what I have observed whether it is good or not. I praised them and sometimes give them simple reward if I see them really doing well.”

Based on the responses of teacher respondents their principal is very concerned on how pupils will learn and what strategies to use to improve the teaching and learning process inside the classroom.

“She always makes sure to communicate with us from time to time. She didn’t scare or threatened but instead she showed us true concerned in everything we do. She is hands-on to all the things happening in our school. She is much concern in the status of each learner in our school. She wants that they receive quality education through us.” (T11)

“We follow her advices and suggestions to cope with a rapidly changing world of work to be more effective at school. One day she told me that I will represent our school in a seminar about reading recovery wherein the clientele are the pupils who are non-slow readers. After the seminar I immediately reported to her and tell her that I’ve learned a lot of things in that seminar that will help our pupils to recover in their reading skills. She said that she made the right decision on choosing me to be our representative. During our monthly meeting she told me that I will re-echo the things I’ve learned in that seminar. I’m happy that all of us learn and it will really help us to improve our teaching skills specifically on how to improve the reading skills of our learners which is the foundation of learnings.” (T12)

“Our principal is strict in terms of our performance as a classroom teacher. Whenever she sees that one of us is having a hard time in teaching our pupils, she will talk to you personally in her office and gives you advices. Though she knows your weaknesses she will never let others to know it, it is only between you and her. She will help you in the best way she can do.” (T13)

Lastly, principal 3 manifested **inspirational motivation** through assuring that the pupils in their school is getting quality education. She monitors all her teachers and observes them too to make sure that they are always giving their best to teach and impart wisdom to their pupils as expressed by her:

“I am a kind of principal who talks in a good manner, who talks enthusiastically because like what I’ve said earlier that is what our supervisor is doing to us. The way she talks really makes each one of us to be highly motivated. As the day passed by, I realized that little by little since I assigned in this school I somehow touches and transform them to a person who believes in themselves and make things impossible to do.”

According to teacher respondents, their principal is also enthusiastic whenever talking to them so they can perform better and do their best always. With her powerful voice and manner on saying things her subordinates really obey her and work harmoniously together.

“She is not bossy one but always asking a humble manner. She talks to us like we are the same, she talks to us in way that we will follow her. She is a kind of principal who use her enthusiastic skills in speaking to encourages us. She has a soft-spoken voice. In each time that she will assign us to a task, she talked to us enthusiastically and motivated us to do it because she knew we can do it.” (T14)

“It is important that our principal talk enthusiastically to motivate us teachers to do our work correctly and accomplished it on time. We all know that when we are doing our best and someone is talking in negative ways the tendency is we can't focus well, and we can't accomplish what we need to do because of pessimistic atmosphere. I can recommend that my principal is not that kind of person. She is very energetic as well as very enthusiastic especially in talking to us, advising and giving us feedbacks.”(T15)

In terms of **intellectual stimulation** principal 3 manifested it through involving teachers to attain school goals. She believes that when everyone is working and giving their best they will absolutely accomplish their goal as expressed by her:

“Fortunately, our last Mean Percentage Score (MPS) in NAT is 97.66 % wherein we got the second highest MPS in our Division. The reason behind that high MPS is of course, our very industrious District Supervisor, she is the one who always motivates us to have a high MPS. With the motivation we get from her, I also motivate my teacher to increase our MPS, because we all know that we have high MPS our target is to increase maybe, 0.1 or 0.2 or we will retain it. We are happy because all the hardships and efforts we put in review has been paid off but on the other hand we know they are really expecting from us.”

According to teacher respondents, their principal is concerned with their pupils' achievement as well as their school's performance. One proof is her enthusiasm in conducting several interventions regarding in the annual Language Assessment for Primary Grades (LAPG) and National Achievement Test VI (NAT VI). Their principal involved them in the planning as well as in executing. They knew that it is a group effort is important to have an increase in Mean Percentage Score (MPS).

“Our Mean Percentage Score (MPS) is increasing yearly because of the help of our principal. We are lucky because we are the second highest in terms of MPS in our Division. She always tells us that we should create an action plan and implementation plan for Language Assessment for Primary Grades (LAPG) and National Achievement Test VI (NAT VI). We should apply the best practices we had formulated through the years. She asks us to provide instructional materials for the NAT and LAPG review. She also monitors us during those reviews. She also reminds us that we need to increase our MPS or if we can’t we must retain it.” (T11)

“We have a NAT intervention in our school. This includes the 4 o’clock habit to which the teacher of the Grade III and VI and the subject teachers give their pupils extra time to have a Language Assessment for Primary Grades (LAPG) and National Achievement Test VI (NAT VI) Review. There are times that our principal is the one who review our pupils if she is not busy. She reviews them to really see their improvements if there is any. Our principal monitors and supervises the intervention because she wants that we will have a yearly increase in our Mean Percentage Score (MPS).” (T13)

In addition, principal 3 manifested **intellectual stimulation** through making scenarios that will help teachers to think critically and creatively. She wants that teachers will think out of the box so they can accomplish their task innovatively. At the same time, she wants teachers to become strong in facing different challenges in this 21st century for them to be able to teach 21st century learners as stated by her:

“I always help my teachers to view difficulties as challenges for creative thinking. For example, when they are having difficulties in their pupils, I talk to them personally, I give them advices, but I don’t tell them directly the solution because I want them to think on their own the best solution for their problem. I believe in them and I know that they can think creatively to solve it. I want to have teachers who can stand on their own, think on their own, take the risk and solve it with the excellent solution they can have.”

Based on teachers’ responses, principal 3 challenges them wherein they themselves would think of solutions to their difficulties. She does that because she wants them to think creatively and look for solutions themselves.

“She is kind of principal who always gives us challenges and she let us first do it. She wants that we are the one who will look for solution to that. If she sees that we are having hard time on it, she will now help us to view it as challenge for creative thinking she will guide us so

that we will accomplish it. She is a kind of principal who will teach you how to fish at first and will help you at the end.” (T13)

“She always tells us that we must be ready for the challenges that will come in our life. She also said that we are now in the 21st century wherein this is the year of changes and challenges. We must be strong, flexible and a creative thinker for us to surpass the different challenges. She also said that she is always behind our back to guide and assists us.” (T15)

On the other hand, principal manifested **intellectual stimulation** through solving problems that they are facing with the use of evidence and use of rational reasoning. She listens to others’ opinions but always analyzes it as mentioned by her:

“I always use reasoning and evidence based in solving problems. You know how difficult to become a school head, I am responsible to all the things here in our school. In dealing with problems, it is important that we have basis and evidence. We should follow what is written in DepEd Orders because it is like bible this is our guide.”

Teacher respondents described principal 3 as a person who analyzes each situation before giving judgment or decision. She never decided instantly without any reason or evidence.

“She didn’t jump to conclusion easily. She asks the person included first, rather than giving a verdict/ decision. She makes sure that the statement is factual / truthful. She always listens to both sides and analyzes what is the truth and gather also evidences before giving decision. For her, evidences and reasoning are important, so no one can tell that your decision is wrong.” (T11)

“In solving problems our principal is a rational thinker. She uses evidence based before deciding. One instance is that an applicant is applying in our school. When our principal is checking her papers, she didn’t mark one of the certificates given by the applicant and when she showed it to the applicant, the applicant asked her why she doesn’t put any mark on that certificate. Her answer is that your training in computer during your college days are not included in, and she showed to her a memo regarding that. With the evidence she showed the applicant believe in her and did not complain. That is the reason why she always wants evidence before deciding to anything.” (T13)

Another common dimension of **intellectual stimulation** as manifested by principal is assuring that conducive environment is created inside the school premises. She wants that teachers will feel comfortable so they can work well and do their assigned tasks as cited by her:

“I created an environment that all of them can work harmoniously and happily, though our profession is full of work. Whenever we have task to do I see to it that all of them will give their ideas and share it to all of us. I really appreciate how they suggest ways for the improvement and success of our task, so I respected all their ideas. I make sure that while they are sharing their insights they will feel comfortable so that they can think bright ideas for the accomplishment of our task.”

Based on teacher’ responses principal 3 creates a caring environment in their school, that leads them to obtain good outcomes.

“We have an environment that is conducive to the creation of sharing of knowledge it will help us to have positive atmosphere. She always makes our environment an engaging one so that we will be able to share our ideas. We are motivated to express what we are thinking/ feeling so that she will be able to adjust or do something.” (T11)

“As our principal always observe equality for all. Sharing of our opinion is being respected, thus, each teacher can freely give his/ her opinion. She never interrupted anyone of us whenever we are sharing our ideas. Sometimes we share insights which are not related to the topic at hand, but she never let us stop on what we are saying. She let us finish what we are telling and then she let us add additional ideas on what we are saying.” (T14)

Lastly, principal 3 manifested **intellectual stimulation** through gathering first the ideas and opinions of the teachers before deciding. She believes that decision –making will be easier if others’ view will be acknowledged. The side that she cannot see might be seen by her teachers. Sometimes, she gives her teachers the power to decide on the matter, knowing that all of them agreed on it. The most important is they analyze it first before making conclusion as mentioned by her:

“I see to it that I gather all ideas/ insights of my teachers before making decisions. It is nice to hear ideas coming from them. The more ideas the better and for example there are projects that need to be implemented I always consult them. Let us say the decision is urgent, it is impossible to ask all my teachers, so I will call the Grade Leaders for an emergency meeting and we must decide on that matter. I’m not the only one who decides but I always ask their suggestions and opinions before making any decisions.”

Teachers shared same experiences and stated that principal 3 is a good decision-maker and is a wise thinker, too. She lets us suggest ways to solve problems and then she scrutinizes each response before giving any decision.

“She asked each of us to give our thoughts in a certain situation/ issue to observe fairness to everyone. Decisions are done after getting our ideas and insights. She knows that whenever there are diverse ideas the better ideas will come up. She does that in every meeting we have here in our school. She is fond of listening and analyzing our thoughts then she enumerates the advantages and disadvantages of what we chose. She is always there to guide us especially we are deciding in a particular situation.” (T12)

“For her decision of other people and to get information on teachers’ ideas and insights on a particular situation. I remember when there will be a building that will be donated to us, so two classrooms will be demolished to give way to 2-storey 4 rooms building. Each of us shared our ideas /sides and we decided that grade 5 will be the one who will have shifting of classes. She let us explain why we chose Grade 5 as the grade level who will have shifting of classes. She told us that our explanation is good, we reason out better, so she agreed. She also tells us that we will sacrifice the shifting of classes for almost a year only, so we should be patient because at the end having additional rooms will be beneficial to all of us specially to our pupils.” (T15)

In terms of **individualized consideration** principal 3 manifests it through treating each teacher as equally important as others. This has a positive effect on the attainment of school goals as expressed by her:

“I do really practice fairness in my co-teachers. I know that a big problem will appear if I will not be able to practice equality and fairness among them. Envious and jealousy among them might occur if I will not be able to treat them fairly. Even if I always ask favor to them all of them are equal to me.”

Based on the teachers’ responses their principal treats them fairly and equally. In different situations they stated how they experienced the fairness prevailing in their school.

“In terms of being fair, our principal treated us fairly. One instance is our annual Results-based Performance Management System (RPMS) where it at the end of school year we need to prepare for documents that will become our evidences why we are deserving for that grade. During our evaluation, she makes sure that we will be graded fairly. She has no apple of the eye so we are really fortunate to have her as our principal.” (T12)

“She is fair and just to all of us. For her, all of us are equal in her eyes. She always tells it to us, and we also observe it through her actions. Whenever there’s a project need to do she will let the master teachers as the team leader of each committee and the others according to the position you have. She distributes the task according to your rank. Someone approach our principal and asked why the master teachers are the team leaders. She said that they must prove that they deserve that position by being the team leader and the one who will lead the group. With that we can see that she really divides the work fairly and equally.” (T13)

In addition, principal manifested **individualized consideration** through showing how supportive she is whenever teachers and pupils participate in any competition. This is the reason why teachers always did their best and bring award to the school. Simple recognition during the flag raising ceremony and in graduation really means a lot not only for her teachers but also for their pupils as well as the parents. She does it to all teachers regardless of their rank or position in school as stated by her:

“Before they compete in any competitions I see to it that I will approach or text them to show my support to them and of course after the competition either they win or lose. My moral support to my teachers and pupils are always there no matter what. If they won I congratulate them in the flag ceremony and I also prepared tarpaulin that will be posted in our school so that they will know how grateful I am/ we for their accomplishments.”

According to the responses of teachers, principal 3 sees to it that all their efforts are recognized well through giving certificates of recognition, incentives and simple rewards.

“If we won in a competition, our principal acknowledges our effort by giving certificates of recognition. She also sees it that she will treat us and all winners a simple merienda as sign of appreciation for the job well done. That simple pleasure she gave to us help us to strive more for the next competition and bring again recognition to our school.” (T14)

“We are truly blessed having her as our principal because she never forget to recognize our winnings. Our pupils were also motivated whenever they are recognize during our flag ceremony. Simple merienda were also given to us as part of her appreciation.” (T15)

On the other hand, principal manifested **individualized consideration** through monitoring and observing the actions of teachers. In fact, because of the many tasks, duties and responsibilities assigned to them there are instances that they have been neglected at work but she is there to guide and give them advices as expressed by her:

“Whenever I observed their negligence, I see to it that after our conversation I will monitor them, so I can see if they will follow my advice. If they will not follow me, I will do the right action regarding to their negligence. I also make sure that they will never do that again. I will base my action in our DepEd orders/ memos, so they will not question my decision. Until now, I’m happy because once I talked to them about their negligence they will not do it again.”

Teacher respondents shared the same experience about their principals. They stated that their principal sees to it that she will talk immediately to the teacher whenever she sees carelessness in them. They observed that before getting mad, she investigates it first. Once she knows the reason she conducts a one-on-one conversation with that teacher. She gives her advices and suggestions for the improvement of that teacher.

“If it happened that one of us neglected one’s duty, our principal talks the teacher one-on-one and give her advice for one’s growth. Whenever we forgot to log-in/ log-out in our logbook our principal sees to it that she will talk us immediately. She will call us in her office and let us explain first and she advise us the right thing to do.” (T12)

“She immediately called the attention of the neglected teacher and she gives advices and whenever she will be neglected again and again our principal will follow the rules and regulation in our Department. But as of now whenever a teacher here has been neglected and had be and talked and advised by our principal he/she never do the negligence again because every day our principal always reminds her that she should do her work/ task every day.”(T15)

Another common dimension of **individualized consideration** manifested by principal 3 is encouraging teachers to grow professionally in terms of attending seminar/ training and pursuing graduate studies. This will help them to gain wisdom that they can use in teaching and at the same time a stepping stone for their promotion as mentioned by her:

“I always let them to attend in different seminars especially in their forte or subject coordinatorship assigned to them. I want them to gain knowledge and wisdom on the different training that they might attend so that they can also share it to their colleagues. I also encourage them to pursue graduate studies because it is one of the requirements for their promotion. If I can help financially, I will do it because I believe that when opportunity knocks they must grab it because it might knock again the second time. There are teachers who always tell that they are too old to attend seminars in District, Division or Region, too busy to study Masteral program so with that the last thing that I can do for them is to conduct a Learning Action Cell (LAC) in our school and invite several speakers.”

According to the teachers' responses their principal sees to it that all of them whether young or old are always well- informed on the issues and trends in our educational system that they need in teaching their pupils. At the same time it will help them to grow professionally because they learn and gain additional knowledge about teaching, education and their profession.

"Even if we have lots of paper works aside from teaching and sharing knowledge to our pupils our principal sees to it that we never forget to grow professionally. If there's a chance she let us attend District/ Division/ Regional/ National or International seminars and trainings. We also have a regular monthly Learning Action Cell (LAC) every second Friday of the month where in the teachers who attend the seminar will act as the speaker. These are the things that our principal does so that we can grow professionally." (T11)

"She gave us points for our own improvements. She let us attend seminars and trainings for us to grow professionally. She also pushes us to have Masteral units/ Doctoral units. Whenever there's a college / university who is promoting their graduate study our principal always invites them so that we will be able to enroll to them and pursue graduate studies. We can also ask her opinions/ insights about the topic that we have in our Masteral/ Doctoral." (T13)

Based on the teachers' responses their principal always aims the best for them. Their principal help them verbally and financially that really helps them to grow professionally. Therefore, teacher respondents shared the same experiences about the unique manifestation of **individualized consideration** of their principal specifically on helping teacher to pursue graduate studies:

"She also encourages us to pursue graduate studies so that we will be updated on the current issues and trends in our profession. She also tells us that it will help us to promote whenever we have units in Masteral or Doctoral and we should have goal to finish it and not only to earn units. I will never forget how she help me financially so I can continue my studying. I've finished the academic requirements in the University I am studying but I am thinking to stop because I don't have budget to have my comprehensive exam as well as in my thesis writing. When she knew my problem, she immediately call me to her office and asked me how much I needed to my comprehensive exam, then she immediately get her wallet and tell me that I needed to take the exam. I refused to get the money because I ashamed but she insisted and told me, that is only money and she wants me to see graduating my Masteral. I am almost two steps away from it so I needed to pursue it. She told me that the payment of the help she gave to me is my diploma. I cried when I heard that and I hug her.

When I remembered that moment, I am very thankful and blessed to have her as our principal because without her encouragement I will not be able to finish it.” (T12)

“She let us attend different workshops and trainings here in our District, Eddis, Division, Regional and even in National. She also let us join different trainings and provincial jamboree here in our Division. Last year she told me that I my name is listed in the memo that will attend the Advance Training Course (ATC) of Boy Scout. As I’ve said earlier, my mother has been hospitalized so we have financial problem so I told her that I cannot attend. When she heard my reason she immediately told me that the Advance Training Course (ATC) of Boy Scout fee will be shouldered by our school funds and I should not worry about the other expenses because she will shoulder it. I told her that I am ashamed because she helped me before when my mother has been hospitalized and she said that “it’s ok do not think too much about it, I’ll give it to you from the bottom of my heart” I told her that I will pay her and she told me that my payment is the wisdom and experience that I will gain in that training. She also told me that it is important training and she knows that it will help me to grow professionally and will help me promoted someday. I’m very fortunate to have her as our principal and I’m always thankful for all the things she helped me. I promise to myself that someday I will be the one who will help her.” (T15)

Principal 3 manifested **individualized consideration** through giving career coaching and mentoring to teachers who needed it most. She is a keen observer to teachers’ actions and feelings as stated by her:

“Absolutely! Individualized career counseling is very important because it will help your teachers to focus in teaching. As I have remembered in my seminar, it discussed in the National Educators Academy of the Philippines (NEAP) that it is very important to mentor or coach your teachers. You are the leader that will make their life change to a better one. You will give some advices but let them decide or let them think possible solutions to their problems. You’ll just lead because once they have a solution, they will immediately follow it.”

Teacher respondents described principal 3 as a person who assists and helps them during difficult times in their lives. They undertake individualized career counseling whenever their principal sees something wrong with them. The advice she gives really helps them to improve their life.

“Career counseling and mentoring is important to our principal because as a school leader it is for the continuous development of the schools and the people under her. We are lucky because we have a principal/ mother/ coach and mentor. To make it short 4 in 1, I mean like a real mother whenever we forgot to obey/ follow what is right she never gets tired to mentor and tell us the right thing to do.” (T12)

Case of Principal 4

Profile of Respondent

Principal 4 took Bachelor of Science in Elementary Education (BSEd) in one of the colleges in Bulacan. Since then, she loves children that is why she took this course. It started when she was a high school student and became a volunteer teacher in one of their church's activities. She started her teaching career after she graduated in college and taught for two years in a private school under the administration of their Pastor. After passing the Professional Board Examination for Teachers (PBET) she applied in public school and became regular permanent. She was a public elementary school teacher for 12 years and within those years she was promoted from being Teacher I to Teacher II to Teacher III and finally she became as the Teacher-In-Charge (TIC) in one of the small schools in their town for three years. She followed the advice of her District Supervisor to take the Principals' Examination and fortunately she passed it. After passing the Principals' Examination she was promoted as Principal I. After three years of being Principal I she was promoted as Principal II. Currently, she serves as Principal II for five years in her assigned public elementary school. Her highest educational attainment is having the degree of Master of Arts in Education major in Educational Management.

Transformational leadership qualities were manifested by principal 4.

Principal manifested ***idealized influence*** by becoming a role model and sets an example to be followed by teachers as mentioned by her:

"I do believe that I am leading by example with my teachers, I am reiterating what is leadership is all about, so when you're saying leadership, you are not the one who is the boss, but you are there to serve your teacher that is leading by example. I being the school head is

not really their boss because we only have one boss and it is DepEd. Sometimes, if there's report or a task I want to assign to them and I knew I can do it, I see to it that I will do it myself because I know that they are doing their best to become an effective and efficient teacher so in that simple way I can lessen the task assigned to them. I want them to focus on their teaching so as much as possible I will do it by myself."

Based on the teachers' responses, principal 4 leads in way wherein she serves as role model to her teachers. She is not a typical boss who commands but also as a doer.

"She leads us in the way that we will also follow her. She really did her best to make our school beautiful and will have quality education. Whenever she asked us to do something she is the one who will initiate to do it." (T16)

"Lead by Example, is one of the characteristics of my principal that I like because in all the activities of our school. From conceptualization, creating committees, organizing the program, implementing the projects, simple events and other school activities, she spearheaded it through hands on and personal appearance. There is a great impact when the principal is the one who lead the activity because all teachers will surely follow whatever instances she will say." (T18)

Additionally, principal 4 manifested **idealized influence** by doing beyond what is expected of her. She influences teachers because of her exemplary action especially on accomplishing her tasks as a school head as mentioned by her:

"I do most of the time to work beyond expectations because nowadays, the duties and responsibilities of principal is very hard. Our department, which is DepEd, is asking us to accomplish lots of reports, paper works, programs, projects and even to participate in several competitions. As the head of the school, I must abide, I must follow and do what are department is asking us to do. I am also hands-on in all activities in our school and always look for the wellbeing of my teachers. If I am not busy, I am the one who will show to them the task I assigned to them because I know that my teacher will be encouraged and motivated once they saw me doing the task I want them to do."

Teacher respondents described their principal who always abides by the rules of the Department of Education (DepEd). She never gets tired of doing her duties and responsibilities. She works beyond time to be able to finish the reports and paper works assigned to her.

"She makes sure that teachers follow the rules and regulation of the school as well as the DepEd orders and works beyond the prescribed time of government employees. She sees to it that she will pass and finish it before the deadline. For her, it doesn't matter if she will leave our school late at night if she finishes her assigned task. If there is a visitor in our school,

the next day she sees to it the everything is ready/ prepared before leaving. She is hand-on to all the things happening in our school.” (T16)

“Our school is beautiful and competitive. She sometimes stays late at night or come back during weekdays to finish her task/ work. I can say that she is really a workaholic kind of person and we really observed how she leads/ manages our school. She also comes to school early and most of the time she is the first one who will enter our school and she always the last person who leaves our school. She always monitors what is happening in our school that’s why she did that. I think she is influencing us because we really try our best to be more participative and come also to our school early like her.” (T17)

Lastly, principal 4 manifested **idealized influence** through encouraging teachers to become part of the programs they have in their school. She also explains to them that they are important part of the activities and without them school goals will not be attained as cited by her:

“I do involve my teachers. For me it is shared governance, I always involve my teachers in planning activities. We first make a draft then we have collaboration or sharing of ideas and then we summarize it and after that, we will make a final draft wherein we will again analyze it so that our plan will be suitable to our activities or programs. I do it together with my teachers because I believe in them, I believe in their ideas and I believe that we will successfully accomplish our school goals when I involve them.”

Teacher respondents shared the same experience about their principals. They stated that she always involved them on accomplishing their tasks and whenever there’s brainstorming, their ideas are being heard always. They are really motivated to become part of the procedure on how they will accomplish tasks.

“When there is misunderstanding of both pupils and teacher. She talks to the pupils calmly and tell them the right things to do and the teacher. She is always the mediator whenever there is an accident/ complains. I remember when the parent of the pupil is complaining to our principal because one of her subject teacher told him that he should stop attending her class and go back to our school during the distribution of cards on April and he will give him a passing grade of 75. Our principal talked to the subject teacher they are pertaining to calmly and she let her explain her side. After knowing the truth, she talked to both parties and explained it very well. At the end it was resolve successfully.” (T16)

“Most of the time she remains calm even there’s a problem. I remember when one of our athletes has been injured while having their training in our school. She saw how the athlete lost her consciousness because she is monitoring the training. The coach of the athlete

is panicked and asking/ shouting for help. Instead of imitating the coach she remained calm and called our Barangay Captain to help us bring the athlete in the hospital. Luckily the ambulance is available and came immediately in our school. The athlete is now in the good conditions.” (T19)

In terms of **inspirational motivation** principal 4 manifested it through inspiring teachers to give all their time and energy in accomplishing their tasks. At the same time she sees to it that whenever she assigns tasks to them she will be the first to show or demonstrate it for them to be able to easily accomplish it as stated by her:

“I am kind of principal who just not tell my co-teachers to do that and that. I sees to it that when I ask them to do something I will be the first who will do it. I remember when the decoration committee is having hard times decorating the stage, I help them immediately. I am the one who holds the curtain and put some pins on it, and with their help we successfully decorated the stage. While we are roaming in our school, they were amazed on the decoration of our stage. When they found that I help the committee doing that they clap their hands. They told me that is one of the reasons why they are inspired to do their tasks because they know that I am always there for them.”

Based on the teachers’ responses, principal 4 makes sure that they will accomplish the task she gave them. She guides, explains and helps her teachers whenever necessary.

“We are motivated while we are doing our tasks in school because we know that whenever we needed help our principal is always there to teach and guide us. I remember when I was assigned to join in the Science Investigatory Project wherein it was the first time I will join for that competition and I really do not know it. I went to our principal and I asked her helped, she explain it to me what will I do, she also let me used our computer room to have my research and asks the materials I needed and the school will provide it. Fortunately, we won 5th place, for me it’s not too bad for the first timer. Though I was not able to bring home the bacon our principal recognized our efforts so I can really say that.” (T17)

“Despite the many tasks we have in school, I’m still motivated to do why? Because our principal sees to it that whenever she will assign task to ask, she makes sure that we really understand it. She explained it well and lend a hand whenever we needed her.” (T18)

Teacher respondents described their principal as a person who has the ability to lead their school well. They know how their principal gives her time, effort and knowledge whenever accomplishing her task. Like her they are also motivated to do the same.

“I am full blast motivated by my school head in performing all school tasks and activities in a similar way with my co-teachers. I was inspired by my principal and I’m proud of participating in all school activities. Yes, we are motivated to do our task because of our principals’ energy and aura. I’m also motivated when I saw my pupils improving academically and behaviorally because of the different school activities that they were involved.” (T16)

“We are always encouraging by our principal to become an active part of our activities and programs in school. Whenever there is a program in our school our principal sees to it that she will recognize the one that she sees put effort to it.” (T20)

Additionally, principal 4 manifested **inspirational motivation** through talking and working enthusiastically. She believes that the manner she talks has a positive impact on teachers’ performances as mentioned by her:

“I am a kind of principal who talks in a good manner, who talks enthusiastically because like what I’ve said earlier that is what our supervisor is doing to us. The way she talks really makes each one of us to be highly motivated. Sometimes, it lies behind how you speak to your teachers and how they will follow you. Honestly speaking, there are times that I talk to them in a loud voice because I want to emphasize something but it doesn’t mean that I am mad at them. I always tell them that whenever I talk they should analyze its content. As of now, I observed that they really accomplished the assigned task I have assigned to them.”

Based on the responses of teachers, the way principal 4 speaks to them really helps them to work well and do their assigned tasks. She is strict but she is really compassionate to them thus inspires them to do their duties. The support they receive from her really motivates them to accomplish their work.

“When the school head talked enthusiastically to all teachers it will result to great achievement of the work. The excitement, eagerness and the desire of the teachers to work together will lead to the success of an outcome.” (T16)

“Sometimes the reason why teachers follow her principal is the manner how she speaks. The tone of the voice sometimes creates a symbol on achieving a certain goal.” (T18)

“Her way of talking is encouraging though sometimes aloud. If you will interpret what she is saying it’s really encouraging and will help you to solve your problem. Despite of the loud voice our principal really talks enthusiastically so we are always motivated whenever she is assigning tasks to all of us.” (T19)

In addition, principal manifested **inspirational motivation** through creating groups that will help teachers to build harmonious relationship with the other teachers while accomplishing their tasks as cited by her:

“I see to it that I will use different teamwork activities so that my teachers’ team spirit will be aroused. The success of a school not only lies on the hand of the principal but also on the teachers. If I am doing my duties and responsibilities well but my teachers are not united and can’t work well with their co- teachers it will be impossible for us to accomplish something.”

The teacher respondents shared same experiences on how their principal builds camaraderie among them. She makes sure that team spirit will be seen in every seminars and activities they have. Whenever they had seminars and meetings their principal always tell them the importance of working harmoniously in accomplishing school goals.

“Collaboration and spirit of teamwork during seminar and workshops is the secret of our school that was initiated by our school head that leads to the success of our school. Our principal and Master Teachers sees to it that they will plan very well the things that we will encounter in the workshops. That it will help us to show our abilities and help our team to accomplish the task assigned to us.” (T18)

“Teamwork is very important for her. Two heads are better than one. She always said that we must have harmonious relationship with our fellow teachers so that it will be easy for us to communicate, cooperate and collaborate with them during seminars, training, workshops or team building.” (T20)

Another common dimension of **intellectual stimulation** manifested by principal 4 is involving teachers in their school goal which is to have an increase in Mean Percentage Score (MPS) of their Language Assessment for Primary Grades (LAPG) and National Achievement Test VI (NAT VI). She lets her teachers know her plans and makes sure that all teachers will participate in the review sessions and some important interventions that will be conducted in their school as expressed by her:

“After knowing the result of the previous Language Assessment for Primary Grades (LAPG) and National Achievement Test VI (NAT VI), will immediately make a plan for the next exam. My plan is always different from the previous plan I made because every year we

had different results and we have different sets of test takers. I want to have an increase our Mean Percentage Score (MPS), so I ask the help of my teachers. I always group them into two groups wherein I will assign them to review the grade three pupils (LAPG) and grade six pupils (NAT). I also assigned my Master Teachers to be in-charge in all the remedial / review sessions and I monitor them always."

Based on teachers' responses, principal 4 sees to it that they plan ahead of time so that they will be informed on the schedules of their review sessions. Their principal tells them that they should focus on giving review to their pupils so that they will have an increase in their Mean Percentage Score (MPS) on Language Assessment for Primary Grades (LAPG) and National Achievement Test VI (NAT VI). They follow what their principal tells them and they really participate even if sessions are held on Saturdays because of their principal's motivation.

"In her daily monitoring to our class, she never forgets to encourage the pupils to read every day and study hard. She suggested us to apply multiple and varied teaching techniques and strategies and hold remedial classes specially to grade 3 and 6 that will take the Language Assessment for Primary Grades (LAPG) and National Achievement Test VI (NAT VI). She also involves the other teachers to help the grade 3 and 6 teachers to review their pupils." (T16)

"Yearly we have a Language Assessment for Primary Grades (LAPG) and National Achievement Test VI (NAT VI) plan made by our principal, Master Teachers and grade chairman. We really follow what is written on it. Even we extend our stay in school to review the grade 3 and 6 pupils for their upcoming exam. Our principal provided the pupils with photocopies of Name Grid for them to be practiced on how to shade correctly and how to fill up the form. Sets of reviewers are also provided and free pencil for each pupil at the day of examination. Those are the things our principal is doing so that we will have increase in Mean Percentage Score (MPS) of LAPG and NAT VI." (T19)

On the other hand, principal 4 manifested **intellectual stimulation** through helping teachers to view difficulties they are encountering as a challenge and not a hindrance for them to accomplish their task. She lets them realize that creative thinking is needed in solving it. She is always there for her teachers and guides them whenever they are having problems as mentioned by her:

“Since then and until now problems in life is always present. Being their principal, I know if there is a problem bothering my teachers. I help them but with limitations because I believe in my teachers’ abilities. If I observed that they can solve or accomplish it alone I just give them a piece of advice but if it is really a big problem I will help but they will be the one who will think for the solutions. I am here to guide them because I want them to discover by themselves.”

Teacher respondents stated that principal 4 helps them to think for solutions whenever they are facing problems. She gives them sample situations where their creative and critical thinking are used and at the end will be able to solve their own problems.

“She always helps us to view difficulties as challenges for creative thinking especially when we encounter problems regarding our pupils and their parents.”(T17)

“She always reminds us that we should think positive always though we encounter negative situations in our life as teachers. I remember when our principal assigned our two master teachers to be the team leader of our Continuous Improvement Plan (CIP) Team. She let us think on our own, and at the end of the day after hours of thinking we come up with a good title/ topic when we showed it to our principal she told us that it is too general and we should make it more specific the next day we had meeting again and we did what she told us. After that we again showed it to her and then she finally approved it. So in that case our principal made our difficulties as challenges for us to be creative thinker of our title / topic.” (T18)

Based on teachers’ responses their principal always listen to them especially when they are encountering school problems. Most of the time, she let them think for the solutions of their problems for them to be able to use their creative minds. Whenever she sees that she needed by teachers she will absolutely help them as long as she can. Like the help she gave to the pupils who are always absent in their classes. Despite her many tasks she sees to it that she is hands-on to all the things happening in their school. Therefore, teacher respondents shared the same experiences about the unique manifestation of **inspirational motivation** of their principal specifically on showing support in times of difficulty:

“There are times that our principal enlightened the mind of teachers whenever critical and creative thinking skills needed. As a teacher, we encountered different problems in the classroom that will be treated as challenges. All issues must be given proper treatment,

immediate action and positive solution. Last June, I noticed that one of my pupils was being absent for one week and only attended first and second day of our class. One of my co-teachers approached me and asked about the elder sister of her pupil who is also absent. We told our principal about our problem, and she asked us what will be our solution for that and answered that we will conduct home visitation. I wanted to know the reason behind because that pupil is an honor pupil on her previous grade level. Our principal accompanied us in our home visitation. When we arrived I saw my pupil and her brother who also enrolled in our school in a carinderia near their house. We talked to them together with their mother. We knew that the reason why they were always absent is because they don't have baon and school supplies. When our principal heard that she immediately told their mother that she will give them complete school supplies and don't worry on their baon. The next day and until now the two pupils are attending their classes. In that difficulty, I can say that we really use our creative thinking and we successfully accomplished it. We are very thankful for our principal for the kindness she gave to the pupils and the allowance she is giving to the two pupils is from her own pocket. She gave hope to them and someday I knew that they will achieve their dreams despite of poverty.” (T19)

Lastly, principal manifested **intellectual stimulation** through using reasoning and evidence before giving judgment and conclusion as stated by her:

“I prefer to use evidence- based in solving problems for I know that in this way, there is will be no bias and all is fair. Nowadays, I noticed that parents are very sensitive about their children's welfare so without any further evidence they will go in our school and complain. Being the principal of course, I will never agree to them without proper evidence, so I do investigate myself. I will talk, ask the concern teachers or persons thoroughly so I can gather evidences and finally will help me to make my decision.”

Hence, teacher respondents stated that their principal is doing her best to analyze, investigate and looks for evidence before deciding on a school matter.

“I remember the first day that I was transferred here as second Master Teacher. On my very first day she talked to me and told me that she will assign me in grade one. I said “Yes, Ma'am, she also asks me if I have any objection to her decision and then I said No, Ma'am, whatever grade level I will handle I will do my best for my pupils' sake. At the end of the school year she talked to me and she told me the reason behind my assignment as Grade 1 teacher. She said that she heard from someone that I am very particular on the grade level that I will handle, and I want to teach Grade 6, so she tested me. I told her that is not true, I will follow what my superior will tell me, will follow on whatever grade level she will assign me. She said, I see you're right, you're good, talented, trustworthy, flexible and obedient, next time I will not listen to that person.” (T16)

“I am the guidance counselor of our school and our principal told me that I should have a logbook for all incidences that will happen in the school so whenever there are problem/s we will have basis and evidence. She used the logbook as evidence whenever there is a complaint to my fellow teachers. In fact, the logbook serves as the evidence and always help us to solve conflicts.” (T18)

In terms of **individualized consideration** principal manifested through treating teachers equally and fairly. She believes that fair treatment has positive effect in school and helps each teacher to work well and focus on accomplishing their tasks as expressed by her:

“I believe that being fair to everyone will make your work easily to accomplish. Being fair and just is one of the rights that a teacher must have. We are in a democratic country wherein we are free to express our ideas and expressions, so I really try my best to give that right to my teachers. In terms of their tasks I really distributed it based on their positions because I do not want them to see that Master Teachers have simple tasks to do that Teacher I. I want them to realize that the tasks assigned to them is appropriate to their position as well as to their personality. I really want fairness in all aspects so that we can work smoothly.”

Based on the teachers’ responses principal 4 sees to it that each one of them will received equal treatment. She distributes the task fairly and makes sure that all of them will work together. Knowing that fair treatment encourages them to give their best in every task assigned to them.

“She treated us fairly. Like for example in the distribution of assigned task/coordinatorship she sees to it that she will give it to the right person and with the right rank/position. Every three years there will be a reshuffle of task so that all of us will experience handling different task. Being one of the Master Teachers I believe that the reasons why our principal is giving us many tasks to do is because of our position. When I signed in my appointment as Master Teacher I know my duties and responsibilities, I know that I will play a big role in our school, and I must do it and give my very best.” (T16)

“She has an equal treatment to us all particularly on the assigned task given to us. She never gives entire burden to a specific person. She is always creating a committee for us to work together and makes it easy to finish it. There is also a rotation of duty like for example in our daily flag ceremony so that all of us will experience it be liable for it.” (T20)

Principal 4 manifested **individualized consideration** by being grateful on the achievements the teachers and pupils brought to their school. She appreciates how teachers train their pupils and give their time to win the competition.

“Whenever there’s a contest, I see to it that I will accompany my teachers and pupils to show my support to them. Luckily, we always won, though not always first place but at least in top five ranks. Extrinsic motivation in the part of the teacher will be boosted if we give incentives like cash gift or gift certificates to them, another way, is by posting tarpaulin where the faces and names of winners are written so the community, parents, colleagues and pupils will see the winnings they brought in our school.”

Teacher respondents shared same experiences about their principal and stated that their principals’ appreciation is observable whenever they bring pride to their school. She congratulates them through text, social media and in flag raising ceremony. At the same time certificate of recognition are also given to them during recognition day and simple rewards like a free meal are also given so that the pupils and coaches.

“Our principal recognized the winners during flag ceremony so that the other pupils will be inspired to strive so that they will also bring recognition in our school. There is also a time where in my pupils won in a competition in District Science Fair, she bagged 3rd place in Science Quiz. The next day she recognized us, and we went in our stage and all the pupils and teachers are clapping their hands because of the simple achievement we brought in our school. It’s a simple way of recognizing us, simple ways made me and my pupil very happy. I told her that next year she must strive hard and will try to become first so that she will represent our District in the Division Level.” (T17)

“As I’ve experienced when the time my pupils won in a contest, my principal personally extends her congratulatory expression to my winning pupils and to me. She also recognized and congratulated the success of every pupils and teachers through school letters, school memorandum, school bulletin boards and school Facebook account. She also gave medals and certificated during flag ceremony to the winners. She extends her appreciation also through giving incentives like “one-free hot meal” at the canteen.” (T18)

In addition, principal 4 manifested **individualized consideration** through ensuring that negligence on the part of teachers will not become a habit as mentioned by her:

“I experience only minor negligence on the part of my teachers. Like for example, one of the teachers became habitual absentee, I talk to her then she told me that it is because of family problem. I give advices and understand their situation, but I also do investigation because sometimes they are abusing my kindness so if I notice that I will tell them to pass a form for leave of absences. I am very considerate kind of principal but with limitations.”

Teacher respondents described their principal as a person who is always aware on the happenings in their school. She sees to it that she monitors all the things in the school especially the teachers' actions.

“I never been neglected in my work that because I tried my best to accomplish my task and I know my duties and responsibilities. There are times that my co-teachers have been neglected She reminds us the duties and obligation that we reiterated since our oath taking. She will talk to you personally in her office and will tell your fault. After that she will observe/ monitor you time to time so that you will not be neglected again.” (T16)

“My principal called the attention of those teachers who have been neglected in work, she will give inspiring quotation/ story that will motivated and encourage the teachers to enhance their performance.” (T18)

Another common dimension of **individualized consideration** manifested by principal is encouraging teachers to pursue graduate studies and be able to attend several seminar that will help develop their teaching performance to cope up with the changes in our educational system as expressed by her:

“I will never tired of encouraging them. Some of my teachers pursue Post-graduate studies. Their classes are usually Saturday or Sunday depending on the University, they are studying. Whenever we have weekend activities or make-up classes, I let them excused because I know that they have Postgraduate classes. I always supported them because it is for their professional growth.”

Teacher respondents stated that their principal always tells them that earning a master's degree helps them to gain specialized knowledge and advance in the profession. At the same time attending seminars/ workshops also help them to gain wisdom that they can use to improve their teaching performance.

“My principal always gives her moral support to all us especially in pursuing graduate studies. She is the one who encourage me to enroll in a Masteral Degree and now I

am in my last semester and then I will take Comprehensive Exam. I am very thankful for having her as our principal. She also gives us chance to be the representative of our school in different seminars.”(T16)

“My principal is very supportive to us. For us to grow professionally she let us attend different seminars. During our In-Service Training (INSET) she also invited resource speaker who is expert in an area so all us will be able to attend and acquire knowledge, style, strategies that we can use in our daily teachings. She also invited a focal person in a college or university near our school so that they can promote their Post Graduate Degree and foe us to be motivated to enroll and pursue graduate studies.” (T18)

Lastly, principal manifested **individualized consideration** through conducting individualized career counseling and mentoring to teachers. She knows how difficult it is to become a teacher nowadays, thus, she gives time to talk to them individually for them to be able to focus and be inspired to give their best performance everyday as cited by her:

“Career counseling and mentoring are very important, as teacher I told them that always. I told them that they must have career path, if they want to achieve something. I asked them what your goal is. Do you want to be a master teacher or do you want to be an administrator? I always give advices to them whether they like to become a Master Teacher or an Administrator. I also mentor them on how to improve their strategies on teaching their pupils at the same I am always there to support them no matter what. I let them feel that I am their second mother that always look for their welfare and correct them if it is necessary.”

Teacher respondents described their principal as a person who has big heart and always looks for their welfare despite the many responsibilities she has.

“Our principal is good when addressing problem to teacher. She treats her teacher fairly- through individual differences is observed. However, our principal is knowledgeable regarding teachers’ growth. . Our principal also knows our strengths, weaknesses, talents and abilities so whenever she sees us problematic, she will call us and will talk to us personally in her office advising us and telling us what we need to do to solve it.” (T16)

“Being a leader can be a challenge and at the same time hugely reward. Individual career training is important to provide inspiration, motivation and direction. If she’s not busy she sees to it that whenever she feels that there’s different from us she will automatically talk us in her office. She knows when we have problems, so she will ask us, and will do her very best to help or give us advice.” (T20)

Case of Principal 5

Profile of Respondent

Principal 5 took Bachelor of Secondary Education (BSEd) but after a year she made a decision and took up Bachelor Elementary Education (BEEd) in one of the State Universities in Bulacan. She wanted to follow the steps of her mother who was a high school teacher but she realized that she wanted to teach pupils in elementary level. She proved to everyone that her decision is correct so she did her best to finish the degree. She started her teaching career after their graduation and immediately hired in a private school. Fortunately, she passed the Professional Board Examination for Teachers (PBET) and became a substitute teacher for two months in a public school. After that she became a regular permanent. She was a public elementary school teacher for 12 years and within those years she was promoted from being Teacher I to Teacher II and finally to Teacher III . She took the Principals' Examination and fortunately she passed it. After passing the Principals' Examination she was promoted as Principal I. After two years of being Principal I she was promoted as Principal II. Currently, she serves as Principal II for four years in her assigned public elementary school. Her highest educational attainment is having the degree of Master of Arts in Education major in Educational Management

Transformational leadership qualities were manifested by principal 5.

Principal 5 manifested *idealized influence* through showing exemplary actions to teachers and giving always her full energy and effort in accomplishing a task as expressed by her:

“Leading by example is to be a model. It is great factor, so your teachers will follow you. I remember one time, when we chose to participate in the Regional contest for the Search for Brigada Eskwela and we need to revise it for two days. Even it is impossible we luckily revised and passed it. Suddenly one of my teacher asked me, “Ma’am, why we need to follow you? Then I answered, it is our job so you need to follow. She said, “Ma’am we follow you because we saw how you really work hard.” I believe that being principal we must have initiative in the entire task we are giving them, so we can be an example for them to follow. We should be a good example to our teachers, so they will be motivated to work hard too and follow the tasks assigned to them.”

Teacher respondents described their principal as a person who leads in a way where all of them are inspired to follow her.

“She is strict but lenient. These characteristics creates a though on me that you need to be iron-fisted to be obeyed and still be considerate. Like for example, when she asks all of us to do something she will be the first one who will do it. Like in her mini garden, she is the one who really landscape and planted some plants. With that initiative all of us are motivated to do our grade level’s garden because our principal leads us to what she wants us to do.” (T21)

“There are different things that our principal is leading by example. The one that I really like is during our flag ceremony, our principal and recite the “Panunumpa” and “Panata” together with the children by raises her hands doing this, we are influencing to follow her. During Monday she sees to it that she will be the one to conduct/beat our National Anthem. She is the only principal that I saw doing that, because our former principal didn’t do that she will only appear whenever there’s an announcement to make but if there’s not we can’t see her attending our flag ceremony.” (T22)

“She shows a good example for us specifically on being punctual all the time. Though her house is far from our school, she is the first comer in our school. Most of the time she came first before our guard.” (T25)

In addition, principal 5 manifested **idealized influence** through balancing her roles/duties and ensuring that she will become a good leader as well as manager of their school. She really monitors all the things that are happening in the whole school as well as teachers and pupils. She makes sure that she envisions high standards of performance while doing her task.

“I always quote to them, too much expectations leads to frustrations, I tell them that they should not expect too much to me because I’m not a perfect principal. I just do what is just and needed to do. I do not like rush report so ahead of time I do it immediately. I always give my full knowledge and expertise whenever I am doing our report or tasks. I do it with full of dedication and excellence because I believe that it will reflect my personality as well as how I lead and manage our school.”

Based on the response of teacher respondents their principal never gets tired of doing her assigned tasks. They are amazed with her ability to do all those responsibilities. She works beyond what is expected of her and makes sure that before going home all things are done.

“She performs tasks beyond expectations specially in doing paper works assigned to them by our District Supervisor. I observed that she really works hard and most of the time went home late at night because she will finish her reports. But during Saturdays and Sundays she is always not available, whenever we have program during weekends our Officer – in-charge (OIC) will be the one who will guide and supervise us. During Saturdays- Sundays she has teaching loads in a College, so she is very busy.” (T22)

“Whenever we have reports she sees to it that one day before the deadline, our reports will be submitted in our District Office. That time I am cramming, so she helped me to finish our consolidated nutritional status of our school, though it’s late at night. After that she talk to me personally and told me that she doesn’t want it to happen again, what if we were not able to pass it? She also told me that she can ask her help and the help of my two Master Teachers if I really need a helping hand. They are ready and willing to help me anytime. In that case, I can say that she really inspires/ influenced us.” (T25)

Lastly, principal 5 manifested **idealized influence** through knowing well the situation before deciding. At the same time she believes that being calm in very crucial situations will help her to think innovative ways to solve it as stated by her:

“If you are calm no matter crucial situation you are facing you can think and decide well. In addition, I know that being principal you are the one who is liable and responsible to all the things that will happen in the school. We must anticipate things ahead of time and be calm always. I believe that calmness makes you more decisive thinker I always do this, so I can solve all the problems we are encountering.”

Based on the responses of teacher respondents their principal is always calm and never use a loud voice to solve a problem. She believes that calmness allows a person to think of creative ways to solve problems.

“When parents are complaining about something she will make sure that she will talk to them in a nice and peaceful manner. Though she really knew that the parents are wrong with them complains she will handle it calmly. She will also talk to the teacher who was complained and the three of them will talk together. She will follow her usual style on handling complains so that the complainant can never tell her that she is bias to the, and with the concerned teacher. At the end the concerned teacher showed an evidence regarding with their complaints. And the

parent apologized to my fellow teacher as well as our principal and she praised our principal because she bears with the complaints and entertain it until it will be solved.” (T22)

“Most of the time she is calm in talking, but in actions she is very active. She is diligent school head. She is confident that despite of many problems in school or after the dark clouds sunshine, will come out. She is an optimistic kind of principal so most of the problems have been resolved.” (T24)

In terms of **inspirational motivation** principal 5 manifested it through inspiring her teachers to do the assigned tasks given to them. She lets the teachers feel their importance for them to be able to give their best in doing their duties as expressed by her:

“All of my teachers are all motivated in doing task in our school that’s why we have won so many contests. Our school is always a model for example in Home Economics (H.E), Continuous Improvement Plan (CIP), School to School Partnership (S2S) that’s why we have also division monitoring team, they are always inspired, and they are always highly motivated. I never forgot to encourage them every day and praise them so that their energy in accomplishing their tasks will boost up.”

“It is important to encourage your teachers because they are the most important part of the school. In fact, even I am their principal I can’t do all the duties alone so I’m very thankful because I have very cooperative teachers who always participates in all the activities we have in school and who always do the assigned tasks I gave to them. Yearly we have several activities that we are conducting in our school so ahead of time I grouped them in different committees with leaders. That strategy helped me to attain the objectives of each activity we are doing in our school because my teacher knows their roles Aside from that, in return, I gave them simple reward and recognition for showing my appreciations for everything they do in the success of every programs we have.”

Based on teachers’ responses their principal involved them in all the activities in their school. She assigns tasks to them equally and always monitors them so they can be motivated to do it.

“We always try to give our best in whatever task is assigned to us. Aside from that our principal sees to it that all of us are motivated while we are doing the tasks she assigned to us. She really monitors the tasks she gave to you so that you will accomplish it.” (T21)

“I think that all of us are motivated while doing our task. I remember when she asked our team leader, me and my other co-teachers to have a mapping in the houses near our school because it is needed in the school action research that will be passed in our Division office. While we are doing our mapping we were surprised seeing our principal holding plastic bags in a hurry. She gave each one of us food to eat and water to drink. She also told us that we can

rest if we are tired. She is very thankful to all of us because we are cooperative. In that moment, I realized how lucky we are having such a supportive and dedicated principal.” (T22)

“It is very important to encourage us to be active in all the activities in our school. Our principal sees to it that whenever there is an incoming program in our school she, our master teacher and grade leaders will have a meeting. They will plan and create a committee and delegate task to each one of us. Though our principal is not always there to encourage us she was replaced by master teacher’s/ grade leaders we are doing our duties and responsibilities as a teacher/ professional.” (T23)

“It is important to encourage me and other teachers to become active in all activities / events / programs because it is figuring how a school head leading a team with strong leadership and strong management in school so the result- strong leader and strong workers.” (T24)

In addition, principal 5 manifests **inspirational motivation** by assuring that she always talks enthusiastically so teachers will be motivated to do the assigned tasks to them as stated by her:

“I believe that being soft spoken and talking to them with appreciation will lead to the accomplishment of every tasks they have. I see to it that whenever I talked to them my voice is not aloud and try my best to talk enthusiastically so that they will be stimulated to follow me and do the task I am assigning to them.”

Based on the responses of teachers, the way their principal speaks to them really helps them to work well and do their assigned tasks. She is strict but she is compassionate to them, thus, are inspired to do their duties. The support they received from her motivates them to accomplish their work.

“When our principal talk to us enthusiastically and with encouragement, we probably do our assigned work/ task because we know that she is always there to support us.” (T21)

“The manners she talked really help us to do our obligations. The tone of her voice is like music to our ears. She is very strict pertaining to our work but very sweet, jolly and compassionate to all of us, so I think we can accomplish our work because of our principal’s personality and being enthusiastic.” (T24)

Additionally, principal 5 manifests **inspirational motivation** by assuring that whenever they had meetings she makes sure that she will create a group wherein the rapport among her

teachers will prevail. She makes sure that in every task she gives to them they will belong to a new group so their camaraderie will not only focus on their grade level but with all their co-teachers. It will help them boost their self- confidence, enthusiasm to work and ability to create new ideas.

“I really fond of grouping my teachers differently whenever we are conducting seminar or training because with this, their camaraderie will be uplifted. My real reason for that is I want them to have teamwork even if they have new group because will promote harmony, support, collaboration, bond and synergy that they can use even after our activity.”

Teacher respondents described their principal as a person who always include grouping activities whenever they have meetings or seminars. She makes sure that for every activity different groups will be created so that they can build harmonious relationship with everybody.

“Our principal allows us to work with whom we are comfortable to work with, so we immediately finished the assigned task to us. For example, being the grade leader of our grade level, I am comfortable to work with my fellow grade leaders. Whenever we are assigned to a task we really see to it that we do it as a team and we really give our best to reach our goals.” (T22)

“She encouraged us to do our task in a group. She assigns leaders in each group so that our team work will be developed, and the task assigned to ask will now be accomplished. In each time we have group activity/ workshop/ team building she sees to it that there will be a leader.” (T25)

Lastly, principal 5 also manifested **inspirational motivation** by helping teachers to develop their teaching performance through classroom observation. She believes that conducting observation is very important in assessing the strengths and weaknesses of a teacher as stated by her:

“Even I am busy with my duties and responsibilities as the principal of our school I see to it that I will monitor all the things happening in our school as well as how my teachers’ performs. I know that they also know that they also have many tasks to do but I always tell them that they should always remember their number one role, which is to teach, impart knowledge and enlightened pupils’ minds. I had a regular observation wherein they can see it in my supervisory board. Sometimes, I make a surprise observation, to see if they are improving and doing what I advise them to do. After my observation, we will have a post-conference in my

office wherein I will tell them what I have notice while they are teaching. I know that my teachers need me, need my advices and encouragement to perform well. I will never tired of doing that because I want that all my teachers to become a teacher who can bring change and hope to learners. I also want them to become a 21st century teachers who can teach 21st century learners.”

Teacher respondents stated that a regular observation conducted by their principal really motivates them to improve their teaching performance. It also helps them to identify their strengths and weaknesses in relation to their teaching performance.

“She always gives continuous encouragement to all of us. She always observes classes, and had a post conference after. She always gives us advices, strategies and techniques on how we can teach our pupils well. I remember when her advice really helped me to improve my teaching skill on teaching pupils at risks. With that, we are always ready whoever will come and visit the school.” (T21)

“All the time. Our principal always gives continuous encouragement to all of us especially in teaching. She gives several suggestions on how we will improve our teaching skills and it is absolutely a big help to each one of us.”(T24)

In terms of **intellectual stimulation** principal 5 manifested it through creating an intervention that will help pupils to increase the level of their comprehension. At the same time, she believes that intervention programs at the elementary level must focus on retention of students who are struggling with their academic performance as mentioned by her:

“I see to it that all of us will give our time in conducting review or remedial session for our pupils who will take the examination. I always tell my teachers that it is a group effort and we must cooperate with each other regardless of their position or grade level. We uses several interventions such as review sessions, remedial teaching and Saturday class review session. Until one day, I’ve created a project named Project Basahin, Aralin at Sundin ang Aklat (BASA). I made six levels for that Project BASA. After I’ve done doing it, we immediately used starting Grade 1 – level 1, grade 2- level 2 , Grade 3- level 3 and so on. We are not only focusing on the pupils who will take the examination, we also see to it that all the pupils will have review session starting grade one so when the right time comes that they will be the one who will take the examination, they are imbued with enough skills to answer the questions in the test. Since then, we noticed that our pupils’ level of comprehension is low, so the focus of Project BASA is to increase their level of comprehension. As we observed in our Mean Percentage Score (MPS), we are increasing yearly though we are a big school and we have big enrolment. I’m fortunate because I have great/ very industrious teachers that I can count on. In

addition, I really try my best to provide them free name grid and pencils so that they will be inspired to give their best shot. At the same time, I try to give the pupil who will take the examination free meal so that they can focus on answering.”

Based on the responses of teacher respondents their principal plan the strategy to be used in reviewing their pupils who will take Language Assessment for Primary Grades (LAPG) and National Achievement Test VI (NAT VI). She aims for an increase in Mean Percentage Score (MPS) that teachers are asked to help in this endeavor and she exerts a lot of effort in creating Project Basahin, Aralin at Sundin ang Aklat (BASA) especially in its preparation for the examination. Moreover, she makes sure that all of them will work together, will give time and effort for the intervention or remedial sessions. They really idolize their principal because despite her many responsibilities she still creates an intervention program for their pupils. It is a remarkable unique manifestation of **intellectual stimulation** of their principal of doing beyond what is expected:

“Our principal let first assess our grade 3 and grade 6 pupils. After that the subject that they find hard will be the focus of our review. She makes sure that all teachers will be involved though it is the exam of grades 3 and 6 only. The increase of the Mean Percentage Score (MPS) lies on the hand of teachers, she always tells us that. She let us used her Project Basahin, Aralin at Sundin ang Aklat (BASA) and we see how pupils gradually improve their comprehension skills. We see how much support our principal is giving for that exam and she created that Project BASA especially for our pupils. We are also motivated to help by giving our extra/ vacant time reviewing the pupils.” (T22)

“She always tells us to let that the fire burns the moment we decided to become a teacher and that put always our heart into teaching so that we could achieve high percentage score when it comes to Language Assessment for Primary Grades (LAPG) and National Achievement Test VI (NAT VI). Remedial teaching and review sessions are some of the things she suggested so that the pupils will be familiarized on the items/ questions that might appear in LAPG and NAT VI. She created a project named Project Basahin, Aralin at Sundin ang Aklat (BASA) She always tells us to work beyond what are expected to us and not by doing things by imposing she so believes that, she believes in every capability and skills of her teachers academically and that is what important, believing in your teachers, working out every year we have an increase in Mean Percentage Score (MPS) in NAT and LAPG and that really shows how she is a leader.” (T24)

Additionally, principal 5 manifested **intellectual stimulation** through helping teachers in times of difficulties. She always supports teachers and lends a hand whenever they needed her help as cited by her:

“Being their school head, I must always help my teachers whenever they are facing difficulties. Nowadays, there lots of difficulties that we are experiencing like pupils are lack of discipline, absenteeism, parents’ attitude, less parental involvement in terms of projects and programs. Those are some of the challenges that my teachers need to encounter and they are having hard times doing and accomplishing some of that. I know that aside on teaching they are also doing many tasks so if I noticed that they needed me I really lend my hand and help them. But if I see that they can do it, I let them do it alone. I just monitor them and give suggestions for improvements.”

Teacher respondents expressed further that their principal helps them to use their critical and creative thinking skills in times of difficulties.

“Our principal applies root cause analysis for every problem to be solved. She tries to find reasons for having such problems. She prefers this to solve the problems logically. I remember when one parent is complaining about the grades of her child in one subject. According to the parent, the subject teacher doesn’t have the power to give that grade to her child because he is always not in her room to teach. The principal also showed to the parent the teacher’s program of that teacher she is complaining to. She also stated that he can never have trained this school year. The subject teacher showed his class record and the parent realized that her son will really get failing grades. Finally the pupil tell the truth that he lied because he is afraid that his cellphone and tablet will be confiscated if he will have failing grades. The parent was so ashamed because of the lies her son made, she apologized to the subject teacher as well to our principal. After that the parent and her son had an agreement with our principal about wrong-doing of her son. Our principal sees to it that she will never listen to someone’s complaints if she had no evidence to show so that no one can blame her to her decisions.” (T23)

“I can say that she is a kind of principal who always use reasoning and evidence rather that unsupported opinion. She always solve the school problems with prior investigation and evidences. She always succeed in doing that because of her eagerness to find the truth.” (T24)

Principal 5 manifested **individualized consideration** by treating teachers fairly and just. Regardless of rank or position, she makes sure that every teacher will receive the equal rights, tasks and treatment as expressed by her:

“I make it sure that fairness is observed with my teachers. I am a kind of principal who treated them fairly. I experience how my former principals treated us fairly and now how our

supervisors treated us school heads fairly and with no bias. I want also my teachers to experience the fair treatment. Whenever we have a task that we need to accomplish, I see to it that I will delegate it fairly, of course, I will give the more difficult one to my master teachers and then I will divide the other tasks to my other teachers. I did that because based on the appointment signed by my master teachers their duties and responsibilities are different from teacher I to III. In terms of time, I am strict but I see to it that we must be professional in that aspect. In our logbook, I see to it that my teachers will be in our school for eight hours, which our work requires. I see to it all of them will follow it and I want that before leaving the school y teachers will log out.”

Teacher respondents experienced how they were treated fairly and justly by their principal. Principal 5 believes that her teachers will work hard if they know that the tasks are equally distributed to them. It shows that ensuring fairness in an organization has really a positive effect in attaining school goals.

“I think she treated us fairly. She also treated us depending on our rank/ position. For -example, you are a Master Teacher, so you will be automatically the assistant of our principal in all her duties, you will be also including in planning and decision-making. At first we thought that we are not important unlike our master teachers but during one of our meetings, our principal explained clearly to us that we should not envy our Master teachers. The reason why she always talked to them and give them special tasks is because it is written on the duties of a Master Teacher which is different on the Duties of Teachers I-III. After that we were enlightened that she treated us fairly and just.” (T21)

“She treated us fairly. She is very approachable and always available to the needs of her teacher and staff. She treated us fairly and with no bias. For example, in her class observation/ monitoring, nobody is exempted to it like me though I am a grade leader I’m not exempted in her observation we also have a post conference after my demonstration she is also telling me the good strategies. Methods I’ve used as well as the things I need to change and replace for the better teaching-learning process.” (T24)

Individualized consideration was also manifested by principal through recognizing and appreciating the winnings the teachers and pupils brought in their school. She is very grateful for the awards they received by recognizing during flag raising ceremonies and she gives some rewards to boost the morale and encourage them to win again in the next competitions as cited by her:

“Whenever there’s a competition I see to it that I will give my 100% support to my teachers as well to our contestants. I want them to realize how I am proud to them because they are the representatives of our school. I also recognized them and let our school give them a round of applause for a job well done. I see to it also that I will make a tarpaulin and we will post it in our gate or fence so that the community and stakeholders that our school is performing, and they will continue to give us aid and assistance.”

Teacher respondents also expressed that their principal is always happy whenever they bring pride or honor to their school. They see how supportive their principal is before, during and after the competitions.

“Whenever we won in a competition and gave pride to our school our principal sees to it that she will be the first one who will greet us. She will personally congratulate us or when she’s not around she will immediately call us. She also gives certificate of recognition and cash incentives to winning coaches and pupils. Recognition also, during flag ceremony is given to the winners.” (T21)

“She expressed her appreciation through warm remarks and giving of incentives. She never fails to do that every time we bring the bacon in our school. Recognition during flag ceremony and at the recognition day if we will be able to win in the Regional and National Level. I really experienced that because I fortunately gave pride in our school by winning several competitions.” (T22)

Additionally, principal 5 manifested **individualized consideration** by telling teachers that as professionals their actions must always be upright especially when they are in the school premises. At the same time, she knows that there are instances that her teachers are not aware of the negligence they sometimes commit that she always reminds them of their duties and responsibilities as teachers:

“I am very observable in my teacher’s actions so when they have been neglected I immediately saw it. I know that they have many duties and tasks, but they must never forget to be professional always. When I caught them being neglected I will talk to them personally and will ask them why they did that, and I give my advice. When they did it again, that time I will give them the proper measure because I will never tolerate that negligence. Fortunately, I am not encountering serious negligence by my teachers because they listen in my advices.”

Teacher respondents described their principal as a person who observes them always and makes sure that they will always follow and abide by the rules and regulations of DepEd.

“Our principal never forgets to praise us whenever we show good performances. So, there’s a tendency that the percentage of being neglected in work is decreasing. When the time comes that we are being neglected our principal is always there to approach us, tell us our mistakes and help us to solve it.” (T23)

“She calls the attention of that neglected teacher/s and always reminds them that we should be always professional whenever we enter our school. She will talk to you personally and will find the real reason behind that, she will give you advices and will warn you for your negligence. If you will do it again she will reprimand you.” (T24)

Additionally, principal 5 manifested **individualized consideration** by encouraging teachers to become more knowledgeable in this 21st century by attending trainings/ seminars and by pursuing graduate studies as mentioned by her:

“I always look for the welfare of my teachers, so I see to it that they will be able to cope on the changes that we are encountering this 21st century. I remember our guest speaker in my college graduation before said that learning will not stop after getting our diploma it is just only the beginning of new journey. I want to help my teachers specially those who are in their adulthood to refresh their knowledge in different strategies in teaching and to learn new methods that they can use in teaching their pupils. I did my best so that my teachers will be able to attend several seminars and trainings, so they will be equipped with new ideas for the betterment of their profession. I also motivated them to enroll in post-graduate studies which will help them to be familiarized on the current trends in education and help them to be promoted too.”

Teacher respondents stated that their principal supported them to grow professionally by giving chances to attend several seminars and always tells the importance of pursuing graduate studies and its effect on their promotion.

“We, the grade leaders and Master Teachers are the one who usually send by our principal in a Division/ Regional / National level seminar. After attending that kind of seminar, we are the one assigned to re-echo the seminar that we attended. We usually do that during our Learning Action Cell (LAC), In-School Service Training (INSET) and Gender and Development (GAD). We are fortunate because she gave us a chance to attend several seminars for free. It help us to gain not only camaraderie but most of all knowledge and experiences that we really need for us to grow professionally.” (T22)

“She gives us moral support to grow professionally. She wants that we will be promoted because the benefits it will bring to us not only financially but more of boosting their self-esteem. She is also encouraging us to pursue graduate studies for us to gain another degree so that we will be updated in different contemporary trends in educational setting where in we can use it in our profession it can be also use in promotion someday.” (T23)

Lastly, principal 5 manifested **individualized consideration** through the use of career mentoring and counseling. She believes that having this is very vital in any organization. Teachers are persons who also have problems in life, in their teaching, problems with colleagues and pupils that she needed to talk for them to be able to realize that it can be solved through proper counseling as stated by her:

“It is very important to have career counseling and mentoring. It is one of the stages in the Results Performance based Management System (RPMS) as leader we should always mentor our teachers. For example, our newly hired- teachers really needs Career Counseling, sometimes we have teachers whose heart are not in the teaching profession because for them this is not their chosen one. As the school head, you should motivate them and you should encourage them. I will tell them that they are teachers now and must put their hearts here and be proud as a teacher. In addition, being sensitive on my teachers’ actions and doings will help me to know if they are encountering problems or they needed a career counseling and mentoring.”

Based on the teachers’ responses, their principal is sensitive to their welfare. Despite the duties and many tasks assigned to her she takes time to listen to their problems. She sees to it to have a heart-to-heart conversation with her teachers when they had problems. They are lucky because their principal still have time to mentor and counsel each one of them. Whether it is teaching related issue or personal problem she is always ready to listen and gives advices that is very helpful to them.

“She always has one-on-one coaching and mentoring to teachers who need help. She wants all of us to learn from her experiences. I remember when I will be going to abroad for one year, wherein I will try to work in a school. She told me that I should not file my resignation because I do not know what will happen to me abroad. With that I felt that she is concerned to me. I think individualized career counseling and mentoring of our principal is very important because we really need it, the things we can’t foresee are sometimes perceived by our principal.” (T21).

“Monitoring and coaching goes together to perform well. She is mentor, personally involved to give best for the teacher in doing the task. She helps us a lot, in simple things to complex one. We learned a lot from her especially on her experiences that she always sharing to us.” (T24)

Table 3 presents the checklist of common/ unique themes of transformational leadership qualities manifested by of principal respondents as described by their teachers and principal respondents themselves which is found on the next page.

Table 3 Checklist of Common/ Unique Themes of Transformational Leadership Qualities manifested by Principal Respondents

THEMES	CASES OF PRINCIPALS				
	1	2	3	4	5
A. IDEALIZED INFLUENCE					
Theme 1- Setting an example to be followed	✓	✓	✓	✓	✓
Doing good deeds to influence others		✓			
Theme 2- Envisioning high standards of performance	✓	✓	✓	✓	✓
Theme 3- Showing determination and confidence.	✓	✓	✓		
Theme 4- Communicating school goals and objectives	✓	✓	✓	✓	
Theme 5- Displaying a high level of ethical and moral conduct.	✓	✓	✓		✓
B. INSPIRATIONAL MOTIVATION					
Theme 1- Increasing productivity by inspiring	✓	✓	✓	✓	✓
Theme 2- Linking individual teacher to organizational goals	✓	✓	✓	✓	✓
Theme 3- Fostering a strong sense of purpose among teachers	✓	✓	✓	✓	✓
Theme 4- Working harmoniously in the organization.	✓	✓	✓	✓	✓
Theme 5- Aiming for one vision in attaining school goals	✓	✓	✓	✓	✓
C. INTELLECTUAL STIMULATION					
Theme 1- Aiming for consistent innovation	✓	✓	✓	✓	✓
Doing beyond what is expected					✓
Theme 2- Thinking creatively and critically	✓	✓	✓	✓	✓
Showing support in times of difficulties				✓	
Theme 3- Using evidence- based on solving problems	✓	✓	✓	✓	✓
Theme 4- Creating knowledge through conducive environment	✓	✓	✓		
Theme 5- Analyzing ideas before decision-making	✓	✓	✓		
D. INDIVIDUALIZED CONSIDERATION					
Theme 1- Ensuring fairness in the workplace.	✓	✓	✓	✓	✓
Theme 2- Recognizing achievements to boost self- confidence	✓	✓	✓	✓	✓
Devoting time to achieve school goals	✓				
Theme 3- Listening to each follower's needs and concern	✓	✓	✓	✓	✓
Theme 4- Encouraging professional development	✓	✓	✓	✓	✓
Helping to pursue graduate studies			✓		
Theme 5- Undertaking individualized career counseling	✓	✓	✓	✓	✓

Based on the checklist the elementary school principal respondents manifested common and unique transformational leadership qualities in terms of idealized influence, inspirational motivation, intellectual stimulation and individualized consideration. It can also be seen in this checklist that principal respondents who manifested all the transformational leadership qualities are on the state of being transformational leader while principal respondents who are on the process of manifesting all the transformational leadership qualities are on the state of becoming transformational leader.

Summary of Findings and Discussions

The following are the common and unique transformational leadership qualities the five principal respondents manifested in terms of idealized influence, inspirational motivation, intellectual stimulation and individualized consideration as described by their teachers and principal respondents themselves.

Dimension 1- Idealized Influence. It showed that in this dimension principals manifested common transformational leadership qualities in terms of:

- a. Setting an example to be followed and becoming a role model to be emulated by teachers.

At the same time a strict person but lenient too, always punctual both on time and task, and selflessly- devoted leaders. Hence, DuFour and Marzano (2011) stated that effective leadership refers to leading by example and helping teachers feel more capable by having them become more capable.

- b. Envisioning high standards of performance and performing task beyond the nature of work.

On the other hand, they are doing duties whole heartedly and believing in themselves that they can accomplish all the tasks and duties. They were idolized by teachers and follow them always. Furthermore, Gomez (2004) stated that the essence of a good leader is to explore the unexplored and then show it to the people. A leader sees more clearly than anyone else does the way to go by nurturing a continual inner openness to inspiration and revelation.

- c. Prioritizing teachers' ideas/ views for them to be able to build self-confidence and to gather suggestions and opinions needed in decision-making. They are not egocentric because they always consider the ideas of their teachers regarding topic/s discussed especially on meetings with her. They treated fairly teachers' ideas so that no one will be envious of each other. The approach they are using really helps their teachers gain confidence and always strive hard to think of their best insights. Hence, research consistently finds that people care about fair treatment. When individuals perceive that they are treated fairly, they express greater satisfaction with social relationships (Clay-Warner et al., 2005).

- d. Distributing tasks equally, communicating goals and objectives, informing them about the overall process are done so that they will be encouraged and motivated to be part of all school programs. Thus, Connell (1999), found that a staff focused on engagement in the school is an important aspect of school success. She stated that of primary importance is the principal's engagement in a school. Everyone knows his or her job and also their roles. In low-achieving schools, everyone is an island unto themselves.

- e. Showing professionalism, being calm, rational decision-maker and displaying a high level of ethical conduct while dealing with problems are the qualities that teachers admired of their principals. On the other hand, Lyon and Murphy (1994) when confronted with problems, high efficacy principals do not interpret their inability to solve the problems immediately as failure. They regulate their personal expectations to correspond to conditions, typically remaining confident, calm, and keeping their sense of humor, even in difficult situations.

Unique manifestations on ***idealized influence*** is doing good deeds to influence others. Aside from being punctual on both time and tasks, a principal is a kind- hearted person who shares blessing not only to teachers but also to pupils. Instead of celebrating birthday extravagantly the principal chooses to give simple happiness to pupils who are in need. She gives them school supplies before the beginning of the school year because she remembers her childhood days where in they cannot afford to buy new things. At the same time simple *noche buena* package were also given to another batch of needy pupils. The most precious gift she receives in return are the smiles from pupils. In addition she believes in paying forward or doing good deeds in simple ways can influence other lives. She is really a leader with a heart. Moroever, Ejimabo (2014), stated that the crux of good leadership is the ability to make thoughtful, reasoned decisions. In order to be the best judge, a leader should have critical thinking skills. They must respond quickly to situations. They must also reflect and be able to point out areas that need improvement.

Dimension 2- Inspirational Motivation. It showed that in this dimension principal respondents manifested common transformational leadership qualities in terms of :

- a. Motivating their teachers, stimulating to do the tasks assigned to them and increasing their productivity by becoming an inspiration to them. These are the qualities the principals possess that help teachers to become motivated always in accomplishing their tasks. Moreover, Amabile (1993) states that work performances are dependent upon the individual's level of motivation; the individual's level of motivation, intrinsically and/or extrinsically based.
- b. Encouraging teachers to be involved in the activities they have in school and leading them to organizational goals will help them to accomplish their assigned tasks. Teachers are motivated while participating in the activities because they are well-informed on the process and they have one vision in mind. At the same time they are inspired to do it because they know that they are supported by their principals. Furthermore, Kouzes and Posner (2007) found leaders who are at their personal best challenge the process, inspire a shared vision, enable others to act, model the way, and encourage the heart.
- c. Talking enthusiastically to teachers uplifts their self- confidence and are motivated to do their tasks. On the other hand, being energetic while delegating responsibilities and giving clear directions whenever assigning a task help to foster a strong sense of purpose among teachers. At the same time, Gomes (2014) stated that leader offers meaning and challenge that motivates and inspires the work of the employees. In this regard, the leader promotes team spirit, enthusiasm, and optimism in their followers by involving them in a positive vision of the future and by communicating high expectations that followers want to achieve.

- d. Creating situations that need teamwork, cooperation and collaboration are very important in attaining school goals. They believe that working harmoniously in the organization helps them to attain success in every task they needed to accomplish. It will also lead to working in an environment conducive to the creation of ideas and opinions. Thus, Scarnati (2001) said that it is the cooperative process that allows ordinary people to achieve extraordinary results that defines teamwork.
- e. Constant encouragement to improve teachers' teaching performance will help them to become 21st century teachers who teach 21st century learners. Regular classroom observations will help them to identify teachers' strengths for further development and finding solution to their weaknesses. In addition, Frase and Hetzel(1990) stated that observing and being observed and giving and getting feedback about one's work in the classroom are the most powerful tools for instructional improvement and professional recognition.

Dimension 3- Intellectual Stimulation. It showed that in this dimension principal respondents manifested common transformational leadership qualities in terms of:

- a. Aiming for consistent innovation for an increase in Mean Percentage Score (MPS) of Language Assessment for Primary Grades (LAPG) and National Achievement Test VI (NAT VI). Strategizing of plans, conducting review sessions and doing their best contribute to the attainment one of their school goals. They included teachers to make their plans and implement it. They see to it that they plan ahead of time. At the same time, they are aligning it to the MPS of each subject area so that they can make appropriate plans and strategies

they can use in each subject area. All the teachers are well- informed of the plan so can participate. The principals selflessly lend their valuable time to review the pupils who will take the examinations even if they are not the advisers. According to the Department of Education (DepEd), National Achievement Test (NAT) gauges learning outcomes across target levels in identified periods of basic education. The NAT is a standardized test, which aims to create assessment tools that permit someone to make a valid inference about the knowledge and skills that students possess in a specific content area. The test is anchored on the following objective: to establish a baseline data for the Filipino and English language learning in the K-12 Curriculum.

- b. Letting teachers realize that thinking creatively, innovatively and critically help them to accomplish their tasks and be able to solve their difficulties. They also believe that if teachers use their creative minds they can look for many probable ways to solve problems and attain success. Furthermore, Kampylis and Berki (2014) stated that creative thinking is defined as the thinking that enables people to apply their imagination to generating ideas, questions and hypotheses, experimenting with alternatives and to evaluating their own and their peers' ideas, final products and processes.
- c. Using evidence-based solution to problems. They believe that evidences are important and can really help solving problems especially in their school situation. No one can question decisions made if supported by evidences. Hence, Pfeffer and Sutton (2006) stated that managers can be more effective if they are routinely guided by the best logic and evidence

- if they relentlessly seek new knowledge and insight, from both inside and outside their companies, to keep updating their assumptions, knowledge and skills.
- d. Making an environment conducive to the creation of ideas, opinions and suggestions of teachers. They respect, accept the opinions of the teachers so they feel at ease and give their best in each task assigned to them. They also believe that everyone is unique, and their teachers possess several bright ideas that will be very useful in attaining school goals. Thus, Freiberg (1999) said that the environment in which staff is valued and appreciated motivates better performance. We can observe the importance of good leadership in helping the performance teachers.
- e. Allowing teachers to give suggestions, views and opinions in a situation that needed decision. They usually gather ideas, interpret and analyze before deciding. There are also instances that they give teachers the power to decide on their own after hearing and listening to several ideas of their co-teachers. They trust their teachers a lot so they train them on how to choose the right decision among numerous ideas even without the principal's presence. On the other hand, Thompson (2004) stated that a working group consists of people who learn from one another and share ideas. Working groups share information, perspectives, and insights, make decisions, and help people do their jobs better.

Unique manifestations on ***intellectual stimulation*** is doing beyond what is expected and being observant to all the happenings in their school specifically on teachers'/ pupils' welfare. It is believed that all experience problems and must look at it in a positive way. The principal

let teachers solve their problems first, problems with their pupils, co-teachers, parents as well as their personal problems so that their critical thinking will be used. Whenever support is needed by teachers, immediate help is given to them but they first think of the solution. When approached by the teachers about conducting home visitation to know the reason behind pupils' absenteeism the principal accompanies them. After finding the reason on pupils' absenteeism, parents are told not to worry about the school supplies of their children. The pupils are motivated to go to school because of what the principal does in relation to her work. Teachers are helped to use their creative thinking so that they can think of ways on how to lessen pupils' absenteeism from their classes. They are given the chance to use their creative minds to think of better solutions for their difficulties. Thus, creative thinking results from synthesis, re-synthesis, generation and idea formulation. It produces new and surprising ideas that have not occurred to the individual before (Azayaat, 2001).

Other unique manifestations on ***intellectual stimulation*** is showing support in times of difficulties especially in planning strategically their review/ remedial sessions for their pupils who will take the Language Assessment for Primary Grades (LAPG) National Achievement VI (NAT VI) and To increase their Mean Percentage Score (MPS) in the NAT and LAPG, Project Project Basahin, Aralin at Sundin ang Aklat (BASA) was created to help the pupils to improve their comprehension skills that they needed in answering the test. Project BASA serves as a means for the attainment of the school goals and it is observable how all the teachers are involved in the school goals. It is a team effort to achieve success. It is also noticeable that teachers are all motivated to do their part so they can attain the goal. One of the reasons why teachers work also beyond expectations is because of the example of the principal on the use

of time, effort and own money for photocopies, pencil and food. Hence, Glass (2004) stated that creative thinking can be defined as the entire set of cognitive activities used by individuals according to a specific object, problem and condition, or a type of effort toward a particular event and the problem based on the capacity of the individuals. Individuals try to use their imagination, intelligence, insight, and ideas when they face to such situations. In addition, they try to suggest an authentic and new design, solve the problem with the help of discovering and finding new applications.

Dimension 4- Individualized Consideration. It showed that in this dimension principal respondents manifested common transformational leadership qualities in terms of:

- a. Ensuring fairness in the workplace no matter what happens. Principals treated all their teachers equally and with no bias at all. At the same time, they always delegate task proportionally and sees to it that it will be divided according to their rank. For them, the higher the rank, the bigger responsibility they have. Moreover, Welch (2010), stated that fairness can be seen as treating everyone the same, rewarding those who perform well and ensuring the needs of all are met.
- b. Recognizing their teachers' achievements that can uplift their confidence to strive more for the next competition. Principals never fail to appreciate the efforts, hard works and time teachers spent to train each pupil so that they can bring honor and recognition to their school. Hence, Rahim and Daud (2013) stated that employee recognition has been identified to be a strong motivational tool that enriches employees' energies towards the

accomplishment of organizational goals and objectives and also have significant positive relationship with employees performances.

- c. Showing genuine concern to teachers and the ability to listen to their needs will help them to do the right things always. Principals always take time to have one-on- one conversation with teachers if they have been negligent on their job or not doing the right thing. They always tell teachers to bear in mind that they need to follow the rules of their department. If there are times that their teachers are not be able to follow them, they are always there to remind them and give them advices to do the right things. Additionally, Lawrence and Vachon (1995) said that handling misconduct is one of the most difficult and demanding responsibilities of a principal. Dealing with misconduct is time-consuming, emotionally draining and frustrating for school principals and others involved. The challenge of handling misconduct requires up to date information and a steadfast commitment on the part of the principal. The principal faces the challenge of the ever-changing nature of laws she/he needs to have discretion, confidence and knowledge when dealing with disciplinary matters.
- d. Motivating teachers to pursue graduate studies, attend seminars and trainings will give them 21st century skills that they needed in teaching 21st century learners. Thtoey believe in the abilities of the teachers and aside from the achievements they bring to the school they want that all of them will grow professionally and be promoted someday. Thus, Marks et al. (2006), stated that men and women are pushed by similar motivators—career enhancement, career switching, and personal development for job success. Both women and men express their intention to increase their financial stability as their primary motivation to pursue a graduate management degree.

e. Undertaking individualized career counseling and mentoring. Aside from leading their school, they also act as a facilitator, second mother, role model, friend, guidance counselor and many more. According to their teachers although they are busy in their tasks as principal, they always take time to have individualized career counseling to each one of them. Whether it is teaching related issue or personal problem they are always ready to listen and give advice that is helpful and beneficial to them. On the other hand, Blasé and Blasé (1999) discussed the importance of coaching teachers to help improve their skills: Formative coaching enables principals to provide meaningful feedback to teachers from their classroom observations. These one-on-one conversations provide a foundation for improving teaching and learning throughout the entire school.

Unique manifestations of *individualized consideration* is devoting time to achieve school goals. This is a kind of principal who nobly shares knowledge and devotes time to help teachers and pupils whenever there is a competition. It is for them to be successful. There are situations that teachers are not able to continue to train their contestants because of health reasons, the principal takes time to train/ review their contestants. Despite the many duties and responsibilities as the head of the school, the principals make sure that their school will perform well and will harvest the fruits of their labor. The achievement of pupils and teachers are also the achievement of the principals. Moreover, Brun and Dugas (2008) stated that recognition has been held to be a constructive response and a judgment made about a person's contribution, reflecting not just work performance but also personal dedication and engagement on a regular or ad hoc basis, and expressed formally or informally, individually or collectively, privately or publicly, and monetarily or non-monetarily.

Furthermore, this is also a unique manifestation on *individualized consideration* which is helping teachers to pursue graduate studies or to grow professionally. There is trust in the abilities of teachers. Teachers are motivated to grab all the opportunities that will help them learn new things as long as they have the energy and strength and be promoted someday. Teachers are encouraged to grow professionally by pursuing graduate studies and attending different seminars and trainings. It is an opportunity to be a Master Teacher or Principal like them and encourage them to study again. The principal helps teachers financially as long as their goal is for their professional growth. The only payment expected is the diploma of the teachers and the learning/ experiences that they can gain in pursuing graduate studies and attending seminars/ trainings. Likewise, Shulsinger (2017) stated the benefits of a master's degree also help improve researching, writing, and analyzing skill set. As a result, it helps to be a better problem solver and more easily tackle complex projects. By earning a graduate degree, one continues to expand upon a wealth of knowledge, preparing one for a life of constant learning.

Thus, transformational leadership qualities of the five principal respondents are not exactly the same, some are common and some are unique and both were manifested.

Therefore, principal respondents who are on the process of manifesting all the transformational leadership qualities are on the state of becoming transformational leader while principal respondents who manifested all the transformational leadership qualities are on the state of being transformational leader. It is not also necessarily mean that once a principal is already on the state of being transformational leader his/ her manifestation of transformational leadership qualities will stop there, it will continue to develop, cultivate and evolve.

Problem 2: Based on the findings of the study what transformational leadership development program may be developed?

The researcher recommends a proposed Transformational Leadership Development Program based on the results of the findings of the study. The basic premise of this proposed transformational leadership program for principals is to give them the chance to develop and enhance their transformational leadership qualities so that they can handle their school well and can influence, motivate as well as to inspire their teachers so they can accomplish together all their goals and objectives. Moreover, Reitzug (2010) stated that the challenge of leadership program is to prepare leaders for schools as they are while simultaneously preparing them for schools as they might be.

Table 4 presents the Transformational Leadership Development Program Key Findings, Goals and Feature Skills that participants will acquire after attending the said program is found on the next page.

Each dimension of transformational leadership has its corresponding key findings, goals and feature skills. Furthermore, key findings are based on the information gathered from the study.

On the other hand, the goals of the transformational leadership development program are general statements of what the program intends to accomplish and it provides directions to the participants to spell out skills, knowledge and experiences. The principals need these skills as they interact with the people around them and it plays a vital role on how they will perform and lead their school successfully.

**Table 4 Key Findings, Goals and Feature Skills
of the Transformational Leadership Development Program**

TITLE OF THE SESSION- IDEALIZED INFLUENCE		
Key Findings	Goals	Feature skills
▪ Setting an example to be followed and doing good deeds to influence others ▪ Envisioning a desirable future and set high standards of performance ▪ Showing determination and confidence ▪ Communicating school goals and objectives ▪ Displaying a high level of ethical and moral conduct	▪ is to help the principals to reflect on their traits or qualities that they think they are leading by example and influencing their teachers to accomplish their task well ▪ is to give the principals the opportunity to highlight some situations/ moments in their lives wherein they can visualize future school goals together with their teachers while following set of standards ▪ is to let the principals to realize that even their teachers play different roles they are important part of accomplishing their school goals. ▪ is to help the principals to build good communication among their teachers and establish clear goals to give them direction ▪ is to let the principals to understand that in times of difficulty they must demonstrate proper conduct, positive outlook and calm disposition in handling those situations.	▪ is the ability to become a role model and outstanding leader in their school ▪ is the ability to perform tasks beyond expectations, time and standards ▪ is the ability to empower and give importance on others' ideas and opinions ▪ is the ability to become a communicator, persuader and great motivator ▪ is the ability to become an optimistic, resilient and broad minded person

TITLE OF THE SESSION- INSPIRATIONAL MOTIVATION		
Key Findings	Goals	Feature skills
- Increasing productivity by inspiring - Linking individual teacher to organizational goals - Fostering a strong sense of purpose among teachers - Working harmoniously in the organization. - Aiming for one vision in attaining school goals.	- is to help the principals to build a strong bridge among their teachers that will give them the opportunity to work with them collaboratively while motivating them to accomplish their tasks innovatively - is to let the principals to realize that the involvement of their teachers in accomplishing school goals can foster strong relationship that will lead to their success - is to help the principals to create an environment where in their teachers will realize that they are assets of the school and have important part in attaining their goals and objectives - is to give the principals the opportunity to promote unity and camaraderie among their teachers thereby creating situations where in cooperation and collaboration prevails - is to help the principals to have a great vision on formulating and shaping the future of their teachers while accomplishing school goals together	- is the ability to become productive and success driven person - is the ability to become active, participative and knowledgeable in school goals - is the ability to know your role, worth and essence - is the ability to promote strong working relationship and team work within the organization - is the ability to become visionaries with a clear sense of moral purpose

TITLE OF THE SESSION- INTELLECTUAL STIMULATION		
Key Findings	Goals	Feature skills
▪ Aiming for consistent innovation and doing beyond what is expected ▪ Thinking creatively, critically and showing support in times of difficulties ▪ Using evidence- based on solving problems ▪ Creating knowledge through conducive environment ▪ Analyzing ideas before decision-making	▪ is to let the principals realize that their ideas as well as their teachers' ideas/ concepts can improve the existing ones and can be incorporated into larger innovation process ▪ is to help the principals to involve their teachers to explore, be curious, optimistic and sees difficulties as challenges and opportunities ▪ is to help the principals to reflect that school problems might come unexpectedly so they must deal with it using evidences and proper reasoning ▪ is to enlighten the principals that a healthy working environment needs a free expression of ideas and also the feeling that those ideas will be respected and acknowledged ▪ is to help the principals to give importance on the ideas and opinions of their teachers before deciding on a matte	▪ is the ability to think, create and share ideas innovatively ▪ is the ability to use critical and creative thinking skills and applied it in real life situation ▪ is the ability to use logical reasoning that enables to communicate clearly and to solve difficulties coherently ▪ is the ability to create equal opportunities on teachers' ideas to maintain equilibrium and balance in school ▪ is the ability to improve the quality of the decisions and to achieve consistently good results

TITLE OF THE SESSION- INDIVIDUALIZED CONSIDERATION		
Key Findings	Goals	Feature skills
- Ensuring fairness in the workplace. - Recognizing achievements to boost self-confidence and devoting time to achieve school goals. - Listening to each follower's needs and concern. - Encouraging professional development and helping to pursue graduate studies. - Undertaking individualized career counseling	- is to help the principals to reflect on situations wherein they give equal opportunities, and treated their teachers fairly - is to help the principals to realize that appreciation of teachers' achievements is a great driving force in attaining school goals and success - is to help the principals to manage teachers' negligence and be able to analyze the reason behind it - is to help the principals to realize that their teachers' skills is needed to enhance and sharpen as well as to become updated on the new trends in the educational system - is to give the principals the opportunity to build an inclusive and supportive atmosphere where everyone can feel belongingness	- is the ability to become fair, just and reasonable in every situation - is the ability to value people in the school and to uplift their morale and confidence - is the ability to listen carefully, analyze teachers' perspective and become keen observer always - is the ability to assist teachers to promote outside-the-box thinking and motivate them to grow professionally in different ways - is the ability to observe their teachers' behaviors carefully and will be able to coach and mentor them

Table 5 which can be found on the next page is the Summary of Training Sessions of the Transformational Leadership Development Program vis-à-vis the complete and whole Training Session (cf. page 170). It includes the title of the session, objectives, methodologies/activities, outcomes and materials needed in the transformational leadership development program.

Table 5 Summary of Training Sessions of the Transformational Leadership Development Program

Title of Session	Objectives	Methodologies/ Activities	Outcomes	Materials
Idealized Influence	Terminal Objective: At the end of the first session, the principal should be able to demonstrate understanding on how to influence through leading by example, envisioning future goals with determination and displaying high moral conduct. Enabling Objectives: ▪ Setting an example to be followed. ▪ Envisioning a desirable future and set high standards of performance ▪ Showing determination and confidence ▪ Communicating school goals and objectives ▪ Displaying a high level of ethical and moral conduct	Video Showing Summary of reflection Discussion Leadership Icon Life Highlights Tree of Life Building Replica Role Playing	▪ Participants will be able to act as role model and displays charismatic personality that influences others. ▪ Participants will be able to internalize on followers' important part in the school organization ▪ Participants will be able to gain followers' respect and faith which inspires followers to emulate their admirable qualities ▪ Participants will be able to build strong communication and trust with followers ▪ Participants will be able to take risks and follow set of values and ethical principles.	Cartolina Coloring Materials Masking Tape Colored Papers Lego Fish bowl Bond Paper Marker
Inspirational Motivation	Terminal Objective: At the end of the session, the principal should be able to project clear vision/ share the organization's vision with a high degree of commitment, inspiration and teamwork. Enabling Objectives: ▪ Increasing productivity by inspiration	Discussion Analysis Video Showing Sharing of ideas Summary of reflection Building a Bridge Life Spaces The Great Egg Drop Picture Pieces My Ideal School	▪ Participants will be able to articulate clear vision that is inspiring to followers ▪ Participants will be able to inspire followers to become innovative and productive ▪ Participants will be able to communicate future goals and provide meaning to the tasks	Marker/ pens Newspaper Masking tape Textbooks Box CD with William Tell Overture

	▪ Linking individual teacher and organizational goals ▪ Fostering a strong sense of purpose among teachers ▪ Becoming a part of the overall organizational culture and environment ▪ Stating vision and explicating how to accomplish it, in an engaging manner		▪ Participants will be able to promote harmonious working relationship and enhance team spirit ▪ Participants will be able to provides meaning to followers ideas	or any song) Egg Variety of tools and materials Papers Cartolina Glue Scissors Puzzle
Intellectual Stimulation	Terminal Objective: At the end of the session, the principal should be able to take collaborative approach to problem solving, encourages teachers to innovatively handle organizational problems and encourage growth and learning. Enabling Objectives: ▪ Aiming for consistent innovation ▪ Encouraging creativity in their teachers ▪ Using evidence- based on solving problems ▪ Creating an environment conducive to the creation of knowledge ▪ Taking risks and solicits teachers' ideas	Summary of reflection Discussion Sharing of ideas Think- Create Share Back of the Napkin Paper Planes Clotheslines and Strings Fishbowl Discussion	▪ Participants will be able to consistently envision new methods of thinking and encouraging critical thinking ▪ Participants will be able to motivate innovative and creative decision-making process ▪ Participants will be able to create favorable environment to arouse followers' ideas and thoughts ▪ Participants will be able to allow followers to seek intellectual ways to solve and analyze problems ▪ Participants will be able to challenge followers to higher level of performance	Flip Charts/ Whiteboard Notepads Chairs Bond Papers Markers Pens Laptop Projector Screen Projection

Individualized Consideration	Terminal Objective: At the end of the first session, the principal should be able to become a role model, treat each teachers as unique individual, show genuine concern to teachers' well-being and constantly encouraged self-development. Enabling Objectives: ▪ Ensuring fairness in the workplace ▪ Making recognition of achievements to boost self-confidence ▪ Listening to each follower's needs and concerns ▪ Encouraging professional development ▪ Undertaking individualized career counseling and mentoring	Sharing of Ideas Summary of Reflections Discussion Wrap-Up Video Showing Fair Eggs-periment Shining Work Moments Snowflakes Do-Dream-Paint Considering your Experience Defining SMART Goals	▪ Participants will be able to recognize followers' developmental needs for achievement and growth ▪ Participants will be able to encourage two-way communication and practice active listening ▪ Participants will be able to show appreciation to followers effort and endeavor ▪ Participants will be able to treat followers as important as one another ▪ Participants will be able to delegate tasks as opportunities for professional growth	Picture Puzzle Pens Bond Paper Balloons Marker Coloring Pens Wheel Chart
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Figure 3 presents the proposed transformational leadership development program framework which is found on the next page.

The proposed Transformational Leadership Development Program is based on the results of the findings of the study. The basic premise of this proposed development program for principals is to give them the chance to develop, further develop and cultivate their transformational leadership qualities so that they can lead their school well and motivate teachers to accomplish school goals together. It develops leaders as individuals, especially their roles and how they can influence other people.

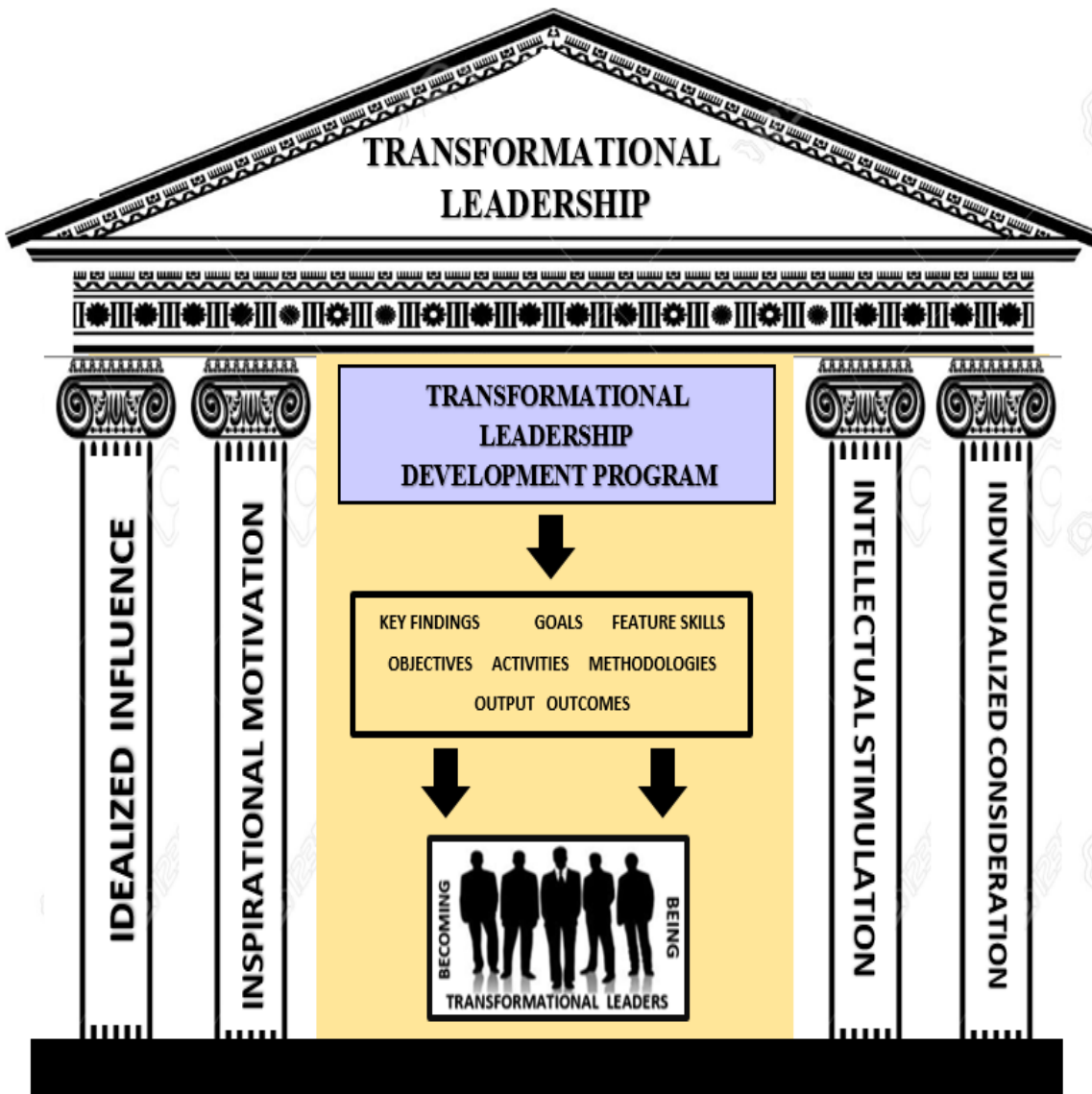


Figure 3. Proposed Transformational Leadership Development Program Framework

In addition, the proposed transformational leadership development program is both beneficial to transformational leaders who are in the state of becoming and being. If they are transformational leaders, there are still avenues for improving that will help them to become one. Although becoming and being transformational leaders are two different perspectives it is connected and will continue to evolve.

CHAPTER 4

SUMMARY OF FINDINGS, CONCLUSION, AND RECOMMENDATIONS

This chapter presented the summary of findings, conclusion, and recommendations.

SUMMARY OF THE STUDY

This study aimed to determine who among the selected Elementary School Principals manifested Transformational Leadership.

The study made use of the case study method of research study. The case study method was utilized to determine the state of becoming or being a transformation leader of selected elementary school principals in the Division of Bulacan.

In this study, the research utilized purposive sampling, involving the five elementary school principal awardees and five teachers who had been under the leadership of the selected elementary school principal for at least three years. The participants of this study comprised of selected elementary school principals who were awarded as Bulacan Outstanding Administrators, Teachers and Supervisor (BOATS) in the division of Bulacan. The researcher considered only the elementary school principal awardees.

The researcher was given the clearance to proceed by the Research Ethics Committee and the Schools Division Superintendent of Bulacan approved the request letter to conduct the research. As a result, the researcher prepared semi-structured interview schedule and validated by five experts with specialization in Educational Management of this institution. After the validation, in- depth interviews, personally conducted with the respondents consisted of the validated main instrument in gathering the needed qualitative data. Observations and document analysis also used to support the data obtained from in-depth interview.

SUMMARY OF FINDINGS

1. This study revealed that the responses of teacher and principal respondents showed parallelism in terms of principals' manifestations of transformational leadership qualities.

a. It showed that in the dimension of ***idealized influence***, principals manifested common transformational leadership qualities in terms of setting an example to be followed, envisioning high standards of performance, showing determination and confidence, communicating school goals and objectives and displaying high level of ethical and moral conduct. On the other hand, one unique quality which is doing good deeds to influence others was manifested for this dimension.

b. In the dimension of ***inspirational motivation***, principal respondents manifested common transformational leadership qualities in terms of increasing productivity by inspiring, linking individual teacher to organizational goals, fostering a strong sense of purpose among teachers, working harmoniously in the organization and aiming for one vision in attaining school goals.

c. In the dimension of ***intellectual stimulation***, principal respondents manifested common transformational leadership qualities in terms of aiming for consistent innovation, thinking creatively and critically, using evidence-based on solving problems, creating knowledge through conducive environment and analyzing ideas before decision-making. Furthermore, there were two unique transformational leadership qualities manifestations in this dimension which is showing support in times of difficulties to their teachers and doing beyond what is expected.

d. In the dimension of ***individualized consideration***, principal respondents manifested common transformational leadership qualities in terms of ensuring fairness in the workplace,

recognizing achievements to boost self- confidence, listening to each follower's needs and concern, encouraging professional development, and undertaking individualized career counseling. Moreover, devoting time to achieve school goals and helping teachers to pursue graduate studies were unique transformational leadership qualities that were manifested.

Therefore, there are common and unique transformational leadership qualities and it is continuously evolving.

2. The proposed transformational leadership development program is both beneficial to transformational leaders who are on the state of becoming and being. If you are already transformational leader there's still avenue for improving and if you are on the process it will help you to become one. There's no endpoint on manifesting transformational leadership qualities because it will continue to evolve whether you are on the state of becoming or being.

LIMITATIONS

The respondents of this study were composed of five Bulacan Outstanding Administrators, Teachers and Supervisors specifically in administrator/ elementary school principal category in the year 2016.

CONCLUSION

Based on the findings of this study, the following conclusions were drawn:

1. Common and Unique Transformational leadership qualities are manifested among transformational leaders and are continuously evolving and developing.
2. Transformational leadership qualities are manifested by principals in the process of becoming and being transformational leaders.

RECOMMENDATIONS

Based on the result of the study, the following recommendations are offered:

1. The Division of Bulacan may consider and implement the proposed Transformational Leadership Development Program specifically for BOATS Awardees and other school principals.
2. This study can be a guide in the development of future transformational leaders in their respective organizations or institutions.
3. On becoming and being transformational leaders can be included as one of the subjects offered in Educational Leadership and Management Program in the graduate studies in the Teacher Education Program.
4. A similar study may be conducted for future researches including School District Supervisors and prospective school leaders for continuous educational leadership and management development program.

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APPENDIX A

TRANSFORMATIONAL LEADERSHIP DEVELOPMENT PROGRAM

I. BACKGROUND

A. Rationale

In our educational system, leadership of the school principal plays vital part in elementary school management. Schools today need leaders, who are risk-taker, compassionate, initiates actions, highly- dedicated, competitive and hardworking for them to accomplish their assigned tasks, goals and objectives.

ON BECOMING AND BEING TRANSFORMATIONAL LEADER

In this 21st century, we need leaders who can adapt to the changes that the society needs. Nowadays, in our educational setting, we need school principals who can solve problems, communicate well, work beyond expectations, can mentor, influence, stimulate, inspire, and transform the lives of their teacher to a better one. This kind of leadership is what we call transformational leadership.

Based on Bass's theory, transformational leadership includes four dimensions, namely idealized influence, inspirational motivation, intellectual motivation and individualized consideration. These four dimensions serve as the pillars of transformational leadership.

Hence, elementary school principals are expected to be transformational leaders. Leaders who found superb in the four dimensions of transformational leadership have the ability

to endow with important professional and personal support to teachers as well as to other school principals that transform them into an assemblage of educators who are willing to work beyond the call of duty.

In this study, we can see how the elementary school principals accomplished all their duties and responsibilities. It showed that they performed all the tasks assigned to them, being the head of their schools, as managers as well as colleagues. They did their best in all aspects so that they won many awards within their district, division and region. In addition, they worked amicably with their colleagues and showed their expertise in the formulation of plans, programs, activities and projects that can be successfully implemented for the attainment of better quality education. Nevertheless, principals must not only focus on that, they must also manifest the qualities of a transformational leader so that they can lead their school well, influence, motivate, stimulate their teachers and intellectually consider them as unique individual, transform and inspire their lives as well as the people around them.

Program Objectives

The focus of the Transformational Leadership Development Program is to help the elementary school principals who are in the process of becoming and being transformational leader to enhance their transformational leadership qualities that they will need in leading their schools. This will become possible with the help and permission of Superintendent, Education Program Supervisors, Public Schools District Supervisors and elementary school principals.

Terminal Objectives

At the end of the training program, the elementary school principals should be able to:

- a. Solidify principals' commitment to demonstrate understanding on how to influence through leading by example, envisioning future goals with determination and displaying high moral conduct.
- b. Principals must be capable to project clear vision/ share the organization's vision with a high degree of commitment, inspiration and teamwork.
- c. Deepen the participants understanding on collaborative approach to solve problems, encourages teachers to innovatively handle organizational problems and encourage growth and learning.
- d. Participants must treat each teachers as unique individual, show genuine concern to teachers' well-being and constantly encouraged self- development.

II. PARTICIPANTS

A. Selection

The pre- identified list of participants includes the five (5) selected elementary school principal BOATS awardees who served as the respondents to the study and the remaining twenty- two (22) elementary school principal BOATS awardees.

YEAR	NUMBER OF ELEMENTARY SCHOOL PRINCIPAL BOATS AWARDEES	STATUS (2018)			
		ELEMENTARY SCHOOL PRINCIPAL	PUBLIC SCHOOL DISTRICT SUPERVISOR	RETIRED	DECEASED
1989	0				
1990	1			1	
1991	3			3	
1992	3			3	
1993	3			1	2
1994	4			4	
1995	3			3	
1996	6			5	1
1997	5			5	
1998	5			5	
1999	4			4	
2000	2			2	
2001	4		1	3	
2002	6			6	
2003	3			3	
2004	4		1	2	1
2005	5		4		1
2006	1				1
2007	2	1	1		
2008	5		2	2	1
2009	1			1	
2010	4		2	2	
2011	3	2	1		
2012	3	2	1		
2013	5	4	1		
2014	3	3			
2015	4	4			
2016	6	5		1	
2017	6	6			
TOTAL	104	27	14	56	7

B. Attendance, Certification and Requirements

After the training, the elementary school principals will be given Certificates of Appearance and Participation, indicating the actual number of hours of their attendance. Complete attendance and active participation is a must. Outputs after each session must be done or submitted.

III. OPERATIONS

A. Management Structure

In the conduct of the training program in SDO, the SGOD will be in-charge of the training management and delivery. The presence of facilitators, class manager, and Quality Assurance, Monitoring and Evaluation (QAME) shall be observed.

IV. BUDGETARY ALLOCATIONS

The travel expenses of the Training Leadership Team are recommended to be charged against the downloaded SDO Human Resource Training and Development (HRTD) Funds, while those of the participants should be charged to their local funds.

Board and lodging of the Training Leadership Team and participants should be billed and paid from the same funds. The amount Php 200.00 is allocated per participant for supplies and materials. Each kit shall contain basic training necessities.

In addition, items to be purchased for the Contingency must be necessary and indispensable in the conduct of the training and not be included in the identified expenditure items. Examples are medicines (commonly –used drugs only), gasoline and toll fees

(emergency pick-up/ send-off facilitators and training materials, cellular phone cards (for the Training Management Team) and the like.

The procedures pertaining to budget allocation and utilization are in adherence with DepEd Order NO. 28, s. 2017, “Guidelines on the Allocation and Utilization of Human Resource Training and Development Funds”.

A. Board and Lodging [Php 1,200.00 x 37 @ 5 days]	Php.	222, 200.00
B. Travel Expenses [Php 500.00 x 27]		13, 500.00
C. Supplies and Materials [Php 200.00 x 27]		5, 400.00
D. Food and snacks [Php 2500 x 37]		92,500.00
E. Contingency Fund		<u>20,000.00</u>
Total:	Php	353, 600.00

V. QUALITY, ASSURANCE, MONITORING AND EVALUATION

To evaluate the content, delivery and overall management of training program, online Quality, Assurance, Monitoring and Evaluation (QAME) mechanism will be carried out by the Training Management Team to the participants. Standardized tools for Daily Evaluation Process Observation Analysis and End of Program Evaluation will be utilized for feedbacking purposes in line with program management, attainment of the objectives, delivery of program content, trainee’s learning, trainers’ conduct of sessions, provisions of support materials, venue and accommodation. The gathered information will served as input in conducting debriefing sessions, focus group discussion, coaching and reporting to continuously improve and adjust the system and processes for the continuing development program.

VI. TRANSFORMATIONAL LEADERSHIP DEVELOPMENT PROGRAM

This section presents the Training Sessions of the Transformational Leadership Development Program vis-à-vis the Summary of Training Sessions (cf. Table 5 on page 144)

TITLE OF THE SESSION	IDEALIZED INFLUENCE
DURATION	(Day 1, 8:00- 6:00 PM)
TERMINAL OBJECTIVE	At the end of the first session, the principal should be able to demonstrate understanding on how to influence through leading by example, envisioning future goals with determination and displaying high moral conduct.
ENABLING OBJECTIVES	▪ Leading by example and sets an example to be followed ▪ Envisioning a desirable future and set high standards of performance ▪ Showing determination and confidence ▪ Communicating school goals and objectives ▪ Displaying a high level of ethical and moral conduct
OUTCOMES	▪ Participants will be able to act as role model and displays charismatic personality that influences others. ▪ Participants will be able to internalize on followers' important part in the school organization ▪ Participants will be able to gain followers' respect and faith which inspires followers to emulate their admirable qualities ▪ Participants will be able to build strong communication and trust with followers Participants will be able to take risks and follow set of values and ethical principles.

OBJECTIVES	KEY LEARNING POINTS	METHODOLOGIES/ ACTIVITIES	OUTPUT	MATERIALS	DURATION
Sets an example to be followed. Doing good deeds to influence others	As principals, there are people who have influenced you in terms of leadership, and we salute them for being our leadership icons. They have certain traits, qualities that made them lead and set an example to be followed.	ACTIVITY: LEADERSHIP ICON 1. Divide the participants into five groups. Let each group identify one leadership icon that they really admire. 2. On a cartolina, draw the leadership icon. Share to the plenary the output by answering the following guide questions: ▪ Who is your leadership icon? ▪ Why did your group choose him/her? ▪ What traits or qualities do you admire on your leadership icon?		Cartolina Markers Coloring Materials Masking Tape	20 minutes
		Each member of the group will reflect on their traits or qualities similar to their chosen leadership icon. Let them also give some instances where they lead by example and set an example to be followed. Discuss it among the group. Summary of sharing Show: Leading by Example Video			50 minutes
			Individual and Group reflection		30 minutes

Envisioning a desirable future and set high standards of performance.	Despite the many roles to do and tasks to accomplish. Principals see to it that they will reflect back on their lives situation such as , how they envision desirable future of their school and how they set high standards of performance together with their teachers.	ACTIVITY – LIFE HIGHLIGHTS 1. Divide the participants into five groups. Let them choose their leader. 2. Ask each participant to close their eyes for two minutes and consider the best moments of their lives as school heads. This can include moments they have to envision future goals they’ve shared with teachers; moments can also pertain to how to set high standards of performance at their school. 2. After the participants, had a moment to run through the highlight of their lives and works, inform them that their search for highlights is about to be narrowed down to specific highlight. 3. Keeping their eyes closed, ask each participant to take a moment to decide what one minute of their lives as school heads they would want to relive if they only had one minute left in their lives. 4. The second portion is the “review” section. The		Manila Paper Markers	20 minutes
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Showing determination and confidence	<i>“Human beings necessarily depend on one another as in you can’t manage this all by yourself,” as quoted</i>	leader of the activity will ask each participant to share/ explain what their one minute is all about and then it will be written in a manila Follow-up questions: ▪ Are you satisfied with your performance as a principal? How about your teachers? ▪ Do you think, you already did your best as a principal? Why? Why not? Summary of reflections It will allow participants to get a feel for each other’s passion, love, dedication, commitment and selflessness being the heads of their schools. ACTIVITY : TREE OF LIFE 1. Distribute the materials to the group. 2. Provide instructions to the group that they have to make self-reflection based on the following: ▪ Roots - Source of self- determination and confidence ▪ Trunks - Challenges and learning experiences they	Life highlights reflection	Colored papers Masking tape	50 minutes 30 minutes 20 minutes
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Communicating school goals and objectives	by John Donnes. No one is self - sufficient everyone relies upon others. A principal cannot work alone, they need the help of their teachers to accomplish tasks and set of goals together.	encounter while in the process of self-determination and confidence ▪ Leaves - Areas for improvement ▪ Flowers - Source of self- determination and confidence of their teachers ▪ Fruits - Challenges and learning experiences they encounter while helping their teachers to have self-determination, and confidence 3. Ask the participants to put their shared inputs in a tree illustration album. Let individual participants reflect and share their insights on the topic. The leader will present it in the plenary. Discuss the importance of uplifting their teachers' self-determination and confidence to attain school goals. ACTIVITY: LEGO – BUILDING REPLICA 1. Let them create five groups. Have participants pick			50 minutes
			Tree of life album with shared insights		30 minutes
	Communication is an important part of			Bag of legos	20 minutes

	any organization. Principals need to build good communication with teachers, must give clear directions whenever giving a task. Also, they must be sensitive enough about their feelings and emotions, so they can work harmoniously and accomplish school goals.	group/identity from the bag: Builder, Runner, and Looker. 2. Break into groups based on color. 3. Explain that the builder receives a bag of legos. He is the only person who may touch the legos. He may not speak. He takes directions on what to build from the runner. 4. Explain that the runner tells the builder what the looker told him/her. The runner and looker may converse freely whenever necessary about the model. The runner may not touch the legos, and only the runner may speak to the builder. 5. Explain that the looker sees the original model. The looker looks at the original model and describes it to the runner. The looker may not see what the builder is doing. The looker may only speak to the runner. 6. Have fifteen minutes total to build the model as close to the original. 7. Groups meet back together to look at their			
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Displaying high level of ethical and moral conduct.	Aside from leading and managing the school,	finished model and compare it to the original. Questions: 1. What was it like to be the builder? runner? looker? 2. Do you think you can be the runner, builder, and looker at the same time? 3. Who can help you in doing/ accomplishing school goals/ objectives? 4. In your school, who is the builder? runner and looker? 5. Do you think this activity is helpful in your organization, group, or school setting? Why? Summarize the importance of building communication of a group to accomplish school goals. Explain how will communication affect principals' relationship with their teachers ACTIVITY : ROLE PLAYING 1. Let them create five groups wherein they will choose a leader, one will act as the school head and the others will be teachers. 2. Let the leaders pick a scenario in a fishbowl	Building communication and conflict resolution scenario	Fish bowl Bond Paper Marker	50 minutes 30 minutes 20 minutes
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	the school heads must possess/display high level of ethical and moral conduct. It provides directions and guidelines for teachers' ethical behavior. It also helps teachers understand the organization's ethical expectations and rules.	regarding ethical and moral conduct at school. 3. They will be given fifteen minutes for the preparation and three minutes for each group to present. 4. Each group must emphasize how a school head will display an ethical and moral conduct at their school. 5. At the end of each presentation, the leader will sum up/ explain the importance of displaying a high level of an ethical and moral conduct. Discussion: Do you know the code of conduct or ethics as a public servant? ▪ Do you think it's important to you? To your teachers? ▪ Do you display a high level of ethical and moral conduct? Can you give an example wherein you displayed it? ▪ As the head of the school, how can you encourage your teachers to also display that level ethical and moral conduct? Watch: How to have a high level of ethical and moral conduct video			50 minutes 30 minutes
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Improving group morale, promoting teamwork through realization and discussion

TITLE OF THE SESSION	INSPIRATIONAL MOTIVATION
DURATION	(Day 2, 8:00- 6:00 PM)
TERMINAL OBJECTIVE	At the end of the session, the principal should be able to project clear vision/ share the organization's vision with a high degree of commitment, inspiration and teamwork.
ENABLING OBJECTIVES	▪ Increasing productivity by inspiring ▪ Linking individual teacher and organizational goals ▪ Fostering a strong sense of purpose among teachers ▪ Becoming a part of the overall organizational culture and environment ▪ Stating vision and explicating how to accomplish it, in an engaging manner
OUTCOMES	▪ Participants will be able to articulate clear vision that is inspiring to followers ▪ Participants will be able to inspire followers to become innovative and productive ▪ Participants will be able to communicate future goals and provide meaning to the tasks ▪ Participants will be able to promote harmonious working relationship and enhance team spirit ▪ Participants will be able to provides meaning to followers ideas

OBJECTIVES	KEY LEARNING POINTS	METHODOLOGIES/ ACTIVITIES	OUTPUT	MATERIALS	DURATION
Increasing productivity by inspiring	Strong teamwork, cooperation, and motivation are needed for the increase of productivity by teachers. An increase in productivity has a positive effect on the attainment of school goals.	ACTIVITY : BUILDING A BRIDGE 1. Let them create five groups. Each group will be going to build a bridge using only newspapers and masking tape. 2. The bridge must be strong enough to hold two text books. 3. Also, the bridge must be tall enough for a box to pass through it. 4. The bridge must be free-standing; not attached to the wall, a piece of furniture, a person. Process: 1. Within seven minutes they need to plan, discuss and make sure everyone in the group is participated. 2. Give the materials, inform the group they will now have eight minutes to construct their bridge and there will be no talking allowed during this eight minutes. 3. At the end of eight minutes, allow the groups thirty seconds to speak to each other and then an additional three minutes of silently working to complete their bridge. During this last work session, play the "William Tell Overture" (or other such music) loudly. 4. Call time and have one group at a time present their bridge. A spokesperson from each group will tell about their bridge, pass the box		Newspapers Masking tape Textbooks Box CD with William Tell Overture or any song	20 minutes

Linking teachers to organizational goals	Being the leader of the school principal must encourage and motivate	under it and put the books on top. When the books are on the top of the bridge, all will count for ten seconds. (This will be done for each group). Questions: ▪ How did you work as a group? ▪ Is it easy to work in a group than alone? ▪ Which part was the most difficult? ▪ Did you feel like you contributed to the group? ▪ How did communication affect the work of the group? ▪ What characteristics of teamwork became evident during this exercise? ▪ Are you motivated to do the task? Why? ▪ If you are in the shoes of your teachers, do you think you will be inspired by doing that task? Why? Discuss the importance of teamwork while doing tasks/ accomplishing goals and how to increase productivity in an organization. Summary of reflection Show: Teamwork can make a Dreamwork Video ACTIVITY : LIFE SPACES 1. Cut out six shapes from cartolina. 2. In each shape, write down your answer to the following questions. ▪ Two things that are continually motivating	Individual and group reflection	Colored Papers Bond papers Markers Cartolina Glue	50 minutes 30 minutes 20 minutes 50 minutes
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	their teachers to become part of the organizational goals and link them in each task.	you to do your duties as a school head. ▪ Two things that continually motivating my teachers to do the tasks I assigned to them. ▪ Two things that will help you to involve your teachers in accomplishing your school goals Analysis: Ask the participants in the plenary: 1. Do you think the one that motivates you to do your duties will be effective too if you use that strategy to your teachers? 2. What are your reasons for doing that? 3. Was there something new you discovered about yourself through filling in your life spaces? Discuss the importance of teachers' involvement in accomplishing school goals.			
			Involving everyone in accomplishing school goals		30 minutes
Fostering a strong sense of purpose among teachers	Messy on the surface but high on collaboration and engagement. This activity unites groups, allows	ACTIVITY: GREAT EGG DROP 1. Divide the group into two and choose a leader. 2. Explain to them that their tasks are to build an egg package that can sustain eight-foot drop. 3. A variety of tools and other materials will be provided to the teams. 4. After the packages have been built, the leader		Egg Variety of tools and materials	20 minutes

Working harmoniously in the organization	them to work harmoniously and accomplish a set of goals despite of diversity.	must also present a one-minute advertisement for their package, highlighting why it's unique and how it works. 5. At the conclusion of the presentations, each group will have to drop their egg using their package to see if it really works. Questions: - What was the result of the activity? - Are you satisfied with it? Why? - Did your strategies work well? Why? - What can you say about your leader? - Do you think your leader did his/ her best so that your group will attain success? - Did all the members cooperate? - What are their contributions? Discuss the importance of having same purposes while accomplishing a task. Show: One goal, one focus video	Developing sense of responsibility	Picture pieces/ puzzles Pens Paper cardboard Coloring materials	50 minutes
	This activity teaches participants to work in a team and demonstrates "departmental	ACTIVITY : PICTURE PIECES 1. Group them into five groups and each group will receive picture pieces. 2. Each group will create an exact replica of his or her piece, which should be five			30 minutes
					20 minutes

Aiming for one vision in attaining school goals	” working: the concept that each individual contributes to a larger team effort, even though their contribution may not always be apparent. It works best when it involves participants from a number of organizational departments who perform a variety of roles.	times larger than the original. 3. Once these are created, have participants work together to assemble the larger puzzle. After finishing it, the leader will be asked by these questions: 1. Have your group successfully accomplished the task? Why? 2. Did all the members work cooperatively? 3. What is your role in the activity? 4. How did it affect the success of a team? Discuss the importance of individuals’ roles while working in a team, and how departmental’ working affect the overall group result.	Internalizing groups’ purposes and knowing their importance as part of the organization	Colored Papers Bond papers Markers Cartolina Glue	50 minutes
	Having an ideal school, it means that principal must not only focus on its physical aspect but also in the teaching performance of their teachers.	ACTIVITY: MY IDEAL SCHOOL 1. Ask the following questions: 1.1 How would your school look like in the next five years? ▪ What facilities will be added?			30 minutes
					20 minutes

	By doing that they will achieve their school's vision. ▪ How would your school environment appear by then? ▪ What services will you add? ▪ In the teaching aspect, how can you help your teachers to improve/enhance their teaching performance? ▪ What strategies will you use? ▪ How can your teachers help you to accomplish your dream? 2. In this session, you will create a collage to visualize your ideal school in the next five years. Be able to highlight the organizational goals you intend to foster. 3. Distribute the materials. 4. Allow each participant to discuss the questions among their groupmates. 5. Let the group leaders present their work in the plenary. Questions: ▪ What is your vision for your school? ▪ What factors did you consider in envisioning your ideal school? ▪ What do you think are the best features of your envisioned school? Discuss how significant to have same vision with your teachers while accomplishing goals/objectives.				50 minutes 30 minutes
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Explaining
Ideal
School
Collage
explicitly.

TITLE OF THE SESSION	INTELLECTUAL STIMULATION
DURATION	(Day 3, 8:00- 6:00 PM)
TERMINAL OBJECTIVE	At the end of the session, the principal should be able to take collaborative approach to problem solving, encourages teachers to innovatively handle organizational problems and encourage growth and learning.
ENABLING OBJECTIVES	▪ Aiming for consistent innovation ▪ Encouraging creativity in their teachers ▪ Using evidence- based on solving problems ▪ Creating an environment conducive to the creation of knowledge ▪ Taking risks and solicits teachers' ideas
OUTCOMES	▪ Participants will be able to consistently envision new methods of thinking and encouraging critical thinking ▪ Participants will be able to motivate innovative and creative decision-making process ▪ Participants will be able to create favorable environment to arouse followers' ideas and thoughts ▪ Participants will be able to allow followers to seek intellectual ways to solve and analyze problems ▪ Participants will be able to challenge followers to higher level of performance

OBJECTIVES	KEY LEARNING POINTS	METHODOLOGIES/ ACTIVITIES	OUTPUT	MATERIALS	DURATION
Aiming for consistent innovation Doing beyond what is expected	This activity generates new ideas and improves existing ones. It is important that the concepts and ideas be incorporated into the larger innovation process, and that people see their ideas being listened and used to.	ACTIVITY: THINK- CREATE-SHARE 1. Divide the class into three groups and let them choose their leader. 2. This is fast-paced; you will want to allow time in the end to dive deeper into the innovation process following this activity. 3. On a flip chart page or slide have the two-word idea or topic you are going to explore. 4. Explain to everyone the instructions in the following order. Think 1. Everyone will have three minutes to think of aspects of the two-word idea about the importance of innovation to improve school performance. Write down as many as you can think of, one idea per/post-it. 2. All phrases, terms, ideas, inspirations are great and try to write as many as possible. 3. Think of this like free-association, anything that comes to mind write the idea and stick it on the table. Brainstorming is about open sharing, and the goal is to get		Flip Chart Notepad Post-its Markers	20 minutes

		out as many ideas as possible. Yell GO! Start the three minutes. Once three minutes is up yell STOP! And continue to the Create phase Create 1. This team of three has twelve minutes to complete the following: ▪ Sort through their post-it notes ideas. ▪ Identify three main concepts that are most useful & valuable based on the two-word phrase and the teams' judgment. ▪ Develop a three - minute presentation sharing their ideas and concepts for innovation / solution-finding based upon the two word phrase. 2. In developing these presentation ideas, teams may create sketches, ideal solutions, flowcharts, or just speeches to share with the larger group. Yell GO! And start the twelve minutes. Once twelve minutes is up yell STOP! And continue to the Share phase Share			
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		1. The teams of three now have three minutes to share their findings. Teams can present in whatever way they find most useful. 2. Keep each team to three minutes. The time pressure will help keep things focused and precise, plus allow other people to listen and think about how all the ideas fit together. 3. After every team has presented, you may want to guide the group, as a whole, through the processing and reflection questions: ▪ What was your initial reaction to this process? ▪ At the beginning of the first three minutes, what did you think about the idea or topic being explored? ▪ How did that change? ▪ What processes were successful in determining how the teams of three were going to analyze and share the three -minute presentation? ▪ What do you feel was gained through the time pressure? What else? ▪ Now that we have heard ideas and			50 minutes
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Thinking creatively and critically Showing support in times of difficulties	Teams will have to work together and solve problems creatively for this activity to work.	approaches to innovate and solve idea or topic being explored what do we need to understand better for us to be successful? Summary of reflection Discuss the importance of incorporating concepts and ideas into larger Innovation Process, and that people see their ideas being listened to and used. ACTIVITY : BACK OF THE NAPKIN 1. Divide the team into eight groups. Each group must have a leader. Ideally, these would be people who've never met or worked together since the first day. 2. Come up with a group of open-ended problems. These could be related to how you view difficulties as challenges for creative thinking. 3. Give each team a folded napkin and a pen. 4. Ask the teams to draw a solution to the problem as a flow	Sharing of testimonies / reflection	Table napkin Pen Marker	30 minutes 20 minutes
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Using evidence-based in problem solving.	This activity helps the principals to reflect that school problems might come unexpectedly so they must know	chart/sketch/graph. Evaluate all solutions and pick the best one. The leader will discuss and explain their solutions it in the plenary. Questions: 1. Is there an advantage or disadvantage in working with other people you've never met before? 2. Did all of your group mates cooperatively? 3. How do you create your solution? 4. Do you think that your group's answer is the best solution for how to view difficulties as challenges for creative thinking? 5. Do you think the more people are involved in the activity the better the solution will be created? Discuss the importance of creativity in the success of any organization Show: Unleashing Team Creativity ACTIVITY : PAPER PLANES Divide the team into five groups. Each team is asked to make twenty paper planes. With two designs using a ½ sheet of bond paper within ten minutes, the planes must fall on the	Promoting teamwork, creativity, and outside-the-box thinking	Paper Planes Bond Paper Notepad Markers	50 minutes 30 minutes 20 minutes
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	how to deal with it. Using evidence- based while solving problem will absolutely solve it.	landing area otherwise, the customer cannot buy them. The members of the group are given different roles: planemaker, plane thrower, data collector and process observer. - Make the planes and write the number on each plane. - Launch the planes one at a time, targeting the landing area and it must launch only once. - Measure the distance traveled from the launch area up to the closest target area and specify if it is inside the target area or not. - Record the result. Guide questions: ▪ What was your experience playing the paper plane activity? ▪ Before the activity started, do you know how many paper planes your team made will land on the landing area? Why? ▪ Did all the plane land on the landing area? ▪ What was the percentage of successful landings? ▪ What problems did you encounter?			50 minutes
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Creating an environment conducive to the creation of knowledge	A healthy working environment needs a free expression of ideas. People make the same choice for different reasons; people can make opposite choices for similar reasons; my “allies” on one choice may be opposite on another choice. People must feel that their choices are respected and accepted for them to continue to share their bright ideas that	▪ How did you deal with those problems? ▪ As the school head, hat problems did you encounter? ▪ As the school head, how did you deal with those problems? Discuss the importance of evidence-based in improving problem solving skill. ACTIVITY : CLOTHESLINES & KITE STRINGS 1. Facilitator: <i>“This is an exercise about making decisions and noticing the decisions of others. In this exercise, there are no right or wrong decisions. You will be invited to make a series of choices between two options. Choosing whichever option makes the most sense to you today. You might make a different choice at another time and that’s OK.”</i> 2. The Facilitator asks the group, <i>“How do you see yourself? Are you more like choice “A” Kite strings” or “B” Clotheslines”?</i> 3. Those who see themselves more as	Uplifting self-confidence and problem-solving skills	Chairs Tables Flip charts Notepads Pens Laptop Projector Wide Screen	30 minutes 20 minutes
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	will be helpful in accomplishing their school goals.	choice "A", should go to one end of the room. Those who see themselves more as choice "B" should go to the other end of the room. When you ask them to move, request they go in silence. If they are unsure of which choice to make, they will go with their first inclination. 4. After finishing the moving, pause and ask whether anyone would like to say why they made the choice they made 5. Process the activity with your participants using the plenary questions provided. Clotheslines- Kite strings Inspire Motivate Creative Innovative Goal Purpose Cooperate Collaborate Consistent Reliable Questions ▪ What did you observe when we were doing this exercise? ▪ Where did you find yourself relative to other people? ▪ Were there any people who were always together in the five choices? ▪ What did you notice about the reasons			50 minutes
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Analyzing ideas before decision-making	A Fishbowl discussion is a technique used to help a large group of people reach a common understanding of a set of issues or proposal and increase their feeling of participation.	people gave for their choices? ▪ Where people consistent in their choices? ▪ What did you learn about yourself and how you make decisions? ▪ Did you rethink any decision when you heard someone speak from your side? ▪ Did you rethink any decision when you heard someone speak from the other side? Discuss the significance of having an encouraging environment for the sharing of knowledge among teachers. ACTIVITY: FISHBOWL DISCUSSION 1. The Facilitator will divide the participant and will create a set of Ground Rules with the Group (e.g. no interrupting, treat each other opinions with respect, approach each new idea with positivism, respect the integrity of the process etc.) 2. The Facilitator provides a brief presentation of the situation or proposal	Creating equal opportunities on teachers' ideas to maintain equilibrium and balance in school	Chairs Microphone Papers Pens	30 minutes 20 minutes
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		on the table for discussion. 3. The Facilitator then helps the Participants start discussing the situation. (e.g., preparing for hosting a division-wide program, joining the gulayan sa paaralan/ strategic intervention program/ basic training course- BSP or GSP, attending to seminar/ workshop, celebrating teachers' day/ Christmas party etc.) 4. If an Observer would like to actively input, they can sit down in one of the empty chairs and wait for their moment to talk. 5. There should always be two empty chairs available around the table so during a natural pause in the discussion if this isn't the case at any time, the Facilitator should ask if there is anyone around the table who would like to join the Observers. 6. Allow the discussion to continue until it dries up, or ten minutes before the session are scheduled to end.			
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		7. The Facilitator then leads a ten-minute plenary discussion for the remainder of the session where all Participants and Observers can offer their final thoughts to the wider group. Questions: 1. Do you think the fishbowl method useful to participants to leave a greater understanding of the range of opinions that exist within their team? Why? 2. Do you think you can use this activity at your school? 3. Do you think this activity can gather the ideas of your teachers? Why? 4. Did anyone interrupt the speaker while talking/discussing something? 5. How did you feel after the activity? 6. What common understanding must participants have to make this method successful? Discuss the significance of gathering teacher's ideas and giving them opportunities to express it while deciding on important school matter.			50 minutes
			Developing certainty on their ideas		30 minutes

TITLE OF THE SESSION	INDIVIDUALIZED CONSIDERATION
DURATION	(Day 4, 8:00- 6:00 PM)
TERMINAL OBJECTIVE	At the end of the session, the principal should be able to treat each teachers as unique individual, show genuine concern to teachers' well-being and constantly encouraged self- development.
ENABLING OBJECTIVES	▪ Ensuring fairness in the workplace ▪ Making recognition of achievements to boost self-confidence ▪ Listening to each follower's needs and concerns ▪ Encouraging professional development ▪ Undertaking individualized career counseling and mentoring
OUTCOMES	▪ Participants will be able to recognize followers' developmental needs for achievement and growth ▪ Participants will be able to encourage two-way communication and practice active listening ▪ Participants will be able to show appreciation to followers effort and endeavor ▪ Participants will be able to treat followers as important as one another ▪ Participants will be able to delegate tasks as opportunities for professional growth

OBJECTIVES	KEY LEARNING POINTS	METHODOLOGIES/ ACTIVITIES	OUTPUT	MATERIALS	DURATION
Ensuring fairness in the workplace.	<i>“I know, up on top, you are seeing great sights. But down at the bottom we, too, should have some rights,”</i> quotation from Dr. Seus. Fairness is important and it ensures that everyone has the opportunities to succeed fairly in school, workplace, and community. It also gives everyone equal opportunities to succeed.	ACTIVITY FAIR EGGS-PERIMENT 1. Divide the class into five groups and choose a leader. 2. Give them the needed materials. 3. Tell them to be careful about placing the egg in the glass of water. 4. Tell the participants that the egg (You may want to give it a name like “Sir/ Ma’am”) “represents someone who is not being treated fairly. Sinking to the bottom represents how someone who is left out or mistreated would feel - sad, unappreciated, and unloved. 5. Remove the egg from the water and set it aside. 6. One tablespoon at a time, add salt to the water. 7. As you stir in each spoonful, explain that the salt represents different ways to show fairness towards others. For example: following the rules and regulations of the school, taking turns and sharing, treating others with honesty and respect, and taking action to help someone being treated unfairly. 8. After you have added all of the salt, put the egg back in the water. (If you want, you can put a smiley face on the egg with the permanent marker) and it will now float. Explain that now “Sir/ Ma’am” is being supported		Egg Salt Glass of water Spoon Paper Pens	20 minutes

Recognizing Achievements to boost self confidence Devoting time to achieve school goals	Acknowledging or recognizing one's effort or achievements has a positive effect and will lead to an increase in self-confidence.	with kindness and “held up” by the fairness and acceptance of others. Summary of reflections Each member of the group will give their own reflections. The leader will consolidate it and summarize it. The leader will be the one to discuss it in the plenary. Show: How to Create a Fair Workplace ACTIVITY: SHINING WORK MOMENTS 1. Let the participants count one to four. After that all who counted one will be group one, all who counted two will be group two and so on. We do this because people generally sit next to the people they already know and work well with. The goal is to help participants get to know the other people in the organization. Each group must have a leader. 2. Tell the groups that their assignment is to look back over their careers and identify events, activities, accomplishments, collaborations, or moments of recognition by others that were shining or important to them. Think of these touchstones as career highlights. 3. Allow about ten minutes for the participants to think about the question and jot	Individual and group reflection	Paper Pens	30 minutes 20 minutes
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		down ideas before you ask them to share their thoughts with their small group. 4. When all participants are ready, ask them to share their shining moments with their small group. For maximum impact, it's best to let each person share one shining moment at a time, then to move on to the next person. Tell the small group members to listen carefully and to look for common themes and similarities in the stories. For example, did many of the shining work moments involve praise and thank you from a respected superior? Did the shining moments involve a raise and a promotion? 5. Tell the groups that each person will be asked to share just one of their shining moments with the entire group upon completion of the small group exercise. The leader will be the one who will discuss it in the plenary. Questions: 1. How did your group react to the activity? (i.e., their reaction to the experience of telling their own stories and hearing the stories of co-workers). 2. Did your superiors recognize your shining moments? Are you satisfied with it? 3. If your teachers have their shining moments, what will you do? Do you think they			50 minutes
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Listening to each follower's needs and concerns	Active listening, as well as clear communication is important in ensuring an accurate expression of ideas, and received messages/ instructions from others.	will exert extra effort on their next task because of what did you do? 4. What is your conclusion in the activity? 5. Does your group have anything to add to the discussion? Summary on reflection of shining moments	Reflection on shining moments	Bondpaper	30 minutes
		ACTIVITY: SNOWFLAKES 1. Give one sheet of paper to each participant. 2. Explain that you want them to follow the directions you are about to give without asking questions of you or co- participants. 3. They will work individually. Give the following directions quickly, without clarifying exactly what you mean: 1. Fold the paper in half and tear off a top corner. 2. Fold it in half again and tear off the top corner. 3. Fold it in half again and tear off the left corner. 4. Rotate the paper to the right three times and tear off the bottom corner. 5. Fold it in half again and tear off the middle piece. Instruct the group to unfold their papers and compare their snowflakes with those around them. They will find that their			20 minutes

		snowflakes may or may not match others. DISCUSSION: Discuss the importance of communicating clearly, as illustrated by the different ways participants interpreted the same instructions. Use questions such as: 1. Why is it that even though everyone received the same directions, not everyone, had the same outcome? What would have changed if you could have asked questions? 2. Have you ever told someone one thing only to have the person hear and do something different? What happened, and how did you deal with it? 3. If you are the leader of a group, what steps can you take to make sure that others clearly understand what you're trying to tell them? 4. How can you improve your communication skills when it becomes obvious that others are seeing things differently than you intended? WRAP-UP: Post the snowflakes in one side of the plenary to remind participants of the importance of communicating clearly and of the different ways messages can be received.			50 minutes
		WRAP-UP: Post the snowflakes in one side of the plenary to remind participants of the importance of communicating clearly and of the different ways messages can be received.	Under-standing one's strengths and weaknesses		30 minutes

Encouraging professional development Helping to pursue graduate studies	If the person's motivation to pursue his/ her dream is strong, he/she would do everything in his/her power to achieve it but sometimes encouraging acts and words from superiors will help him/her too.	ACTIVITY : DO- DREAM- PAINT-SHARE 1. Let them create nine groups then give the participants a drawing paper, coloring pens, and crayons. 2. Ask them to imagine how they can encourage their teachers to pursue graduate studies, what they personally want their teachers to achieve in five to ten years' times especially in their professional development and to represent this dream with a symbol. Let them draw this symbol. 3. Ask them to share this drawing in their small groups by answering these questions: ▪ What dream is represented by your drawing? Explain the elements of the drawing. ▪ Why is this your dream for your teachers? ▪ What will you do to bring this dream to reality? ▪ What may hinder you from achieving this dream? ▪ What do you plan to do or are currently doing to overcome these obstacles? After sharing is done, the participants will post their drawings in the designated areas.		Drawing Paper Coloring pens Crayons	20 minutes 50 minutes
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Undertaking individualized career counselling	Coaching and mentoring are both processes that provide a particular stance – a perspective or way of working with others – aimed at bringing out the best in	Questions: 1. Do you have a clear picture of the dreams shared by your groupmates? Were they fully explained? 2. Are the things now done by all the group members relevant to that dream? Which ones are not? Why? 3. How will it impact the achievement of their dream? 4. Are there common strategies in achieving the dream and overcoming the obstacles shared? 5. How realistic are these strategies? 6. Which of the sharing inspired you most? Why? Lead a discussion to link the experiences and insights shared to DepEd context. 1. Based on the discussion, what does it take to achieve one's dream? Explain. 2. How does this apply/ relate to your work as school head? ACTIVITY : CONSIDER YOUR EXPERIENCE 1. Let them create five groups. Distribute manila paper and pens. Let them choose their leader and scribe. 2. Ask these questions to each participant and let them write their answers on the a paper ▪ Think about people who brought out the best in you. What did they do?		Manila paper Marker Masking Tape	20 minutes 20 minutes 50 minutes
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	others, building from their strengths. At the same time, well-written goals define the coach or coachee degree of achievement. SMART goals define what “success” actually means.	▪ What personal qualities did they exhibit? ▪ Do you think they help you in any way? ▪ In what ways did you help your teachers? (teaching performance, school problems or personal problems) ▪ Share some of your experiences regarding counselling/ mentoring? After answering it the leader will consolidate the paper, summarize it and write it in the manila paper. Summary of real-life experiences of participants Discussion on the importance of giving counselling and mentoring to teachers. DEFINING SMART GOALS Complete the chart below, defining the acronym, “SMART.” <table><tr><th colspan="2">SMART Goals</th></tr><tr><td>S</td><td></td></tr><tr><td>M</td><td></td></tr><tr><td>A</td><td></td></tr><tr><td>R</td><td></td></tr><tr><td>T</td><td></td></tr></table> Discuss the importance of SMART goals in mentoring and coaching.	SMART Goals		S		M		A		R		T		Sharing and reflecting their individual dream board Sharing of real-life experiences and knowing it’s importance		20 minutes
SMART Goals																	
S																	
M																	
A																	
R																	
T																	

**Training Matrix of Transformational Leadership
Development Program**

PROGRAM SCHEDULE	
TIME	DAY 0
1:00- 2:00 p.m.	Registration
2:30- 3:30	Opening Program -Doxology -National Anthem -Welcome/ Message - Acknowledgement of Attendees -Program Background and Setting of House Rules
3:30-4:00	Break
4:00- 5:00	Other Preliminaries - Getting to Know You - Organization and Function of Host Teams -Resource Speakers
TIME	DAY 1
IDEALIZED INFLUENCE	
7:30- 8:00	Prayer - National Anthem - Sharing of Ideas - Recapitulation - Energizer
8:00- 8:20	Discussion
8:20- 9:10	Activity 1 Proper
9:10- 9:40	Summary/ Reflection/ Video Showing/ Output
9:40- 10:00	B R E A K
10:00- 10:20	Discussion
10:20- 11:10	Activity 2 Proper
11:10- 11:40	Summary/ Reflection/ Video Showing/ Output
11:40- 12:40	LUNCH BREAK
12:40- 1:10	Discussion
1:10- 2:00	Activity 3 Proper
2:00- 2:20	Summary/ Reflection/ Video Showing/ Output
2:20- 2:40	Discussion
2:40- 3:30	Activity 4 Proper
3:30- 4:00	Summary/ Reflection/ Video Showing/ Output
4:00-4:20	B R E A K
4:20- 4:40	Discussion
4:40- 5:30	Activity 5 Proper
5:30- 6:00	Summary/ Reflection/ Video Showing/ Output

TIME	DAY 2
INSPIRATIONAL MOTIVATION	
7:30- 8:00	Prayer - National Anthem - Sharing of Ideas - Recapitulation - Energizer
8:00- 8:20	Discussion
8:20- 9:10	Activity 1 Proper
9:10- 9:40	Summary/ Reflection/ Video Showing/ Output
9:40- 10:00	B R E A K
10:00- 10:20	Discussion
10:20- 11:10	Activity 2 Proper
11:10- 11:40	Summary/ Reflection/ Video Showing/ Output
11:40- 12:40	LUNCH BREAK
12:40- 1:10	Discussion
1:10- 2:00	Activity 3 Proper
2:00- 2:20	Summary/ Reflection/ Video Showing/ Output
2:20- 2:40	Discussion
2:40- 3:30	Activity 4 Proper
3:30- 4:00	Summary/ Reflection/ Video Showing/ Output
4:00-4:20	B R E A K
4:20- 4:40	Discussion
4:40- 5:30	Activity 5 Proper
5:30- 6:00	Summary/ Reflection/ Video Showing/ Output
TIME	DAY 3
INTELLECTUAL STIMULATION	
7:30- 8:00	Prayer - National Anthem - Sharing of Ideas - Recapitulation - Energizer
8:00- 8:20	Discussion
8:20- 9:10	Activity 1 Proper
9:10- 9:40	Summary/ Reflection/ Video Showing/ Output
9:40- 10:00	B R E A K
10:00- 10:20	Discussion
10:20- 11:10	Activity 2 Proper
11:10- 11:40	Summary/ Reflection/ Video Showing/ Output
11:40- 12:40	LUNCH BREAK
12:40- 1:10	Discussion
1:10- 2:00	Activity 3 Proper

2:00- 2:20	Summary/ Reflection/ Video Showing/ Output
2:20- 2:40	Discussion
2:40- 3:30	Activity 4 Proper
3:30- 4:00	Summary/ Reflection/ Video Showing/ Output
4:00-4:20	B R E A K
4:20- 4:40	Discussion
4:40- 5:30	Activity 5 Proper
5:30- 6:00	Summary/ Reflection/ Video Showing/ Output
TIME	DAY 4
INDIVIDUALIZED CONSIDERATION	
7:30- 8:00	Prayer - National Anthem - Sharing of Ideas - Recapitulation - Energizer
8:00- 8:20	Discussion
8:20- 9:10	Activity 1 Proper
9:10- 9:40	Summary/ Reflection/ Video Showing/ Output
9:40- 10:00	B R E A K
10:00- 10:20	Discussion
10:20- 11:10	Activity 2 Proper
11:10- 11:40	Summary/ Reflection/ Video Showing/ Output
11:40- 12:40	LUNCH BREAK
12:40- 1:10	Discussion
1:10- 2:00	Activity 3 Proper
2:00- 2:20	Summary/ Reflection/ Video Showing/ Output
2:20- 2:40	Discussion
2:40- 3:30	Activity 4 Proper
3:30- 4:00	Summary/ Reflection/ Video Showing/ Output
4:00-4:20	B R E A K
4:20- 4:40	Discussion
4:40- 5:30	Activity 5 Proper
5:30- 6:00	Summary/ Reflection/ Video Showing/ Output
TIME	DAY 5
CLOSING PRORAM	
8:00- 11:00	Doxology -Nationalistic Song -Closing Message
11:00- 11:30	Break
11:00-12:00	-Awarding of Certificates

APPENDIX B

RAW DATA ON TEACHERS' RESPONSES ABOUT THEIR PRINCIPALS TEACHERS' RESPONSES ABOUT THEIR PRINCIPAL 1

DIMENSION	TEACHER 1	TEACHER 2	TEACHER 3	TEACHER 4	TEACHER 5
IDEALIZED INFLUENCE	"During our meeting she is always asking our opinions as well as other's suggestions. Like for example in our meeting all about how we can increase the sales of our canteen. She asked all our ideas and with diverse ideas came from us she now combined it and came up with a solution." (T1)	"She performs task beyond the nature of work like cleaning and gardening and we observed that she really did the task very well. At the same time, she is a kind of principal that will do her best to make the school more beautiful. I remember that for the first time our school will join a contest in Urban Gardening she immediately called for a meeting to all EPP teachers and Master Teachers of our school. She is very excited on the said contest that's why she called for an emergency meeting, made a plan and then assigned committees. Each one of us has a task to do for us to win in the contest. Our principal also helps us by landscaping some part of the garden and	"Our principal is always punctual and organized. She always tells the importance of punctuality is not just in going to school but also doing our tasks. She is a kind of principal who goes to school early and the last one who will leave the school. She tells us that if we are early, we can do the things we need to do, and we can monitor our pupils. She is a living example for a principal who is an early bird. She influences to all of us can be seen on our logbook, wherein as much as possible we imitate her in terms of coming to school early so that we can do the tasks we needed to do." (T3)	"Through our meetings when open forum is always practiced to share our opinions. One example is when we will have a meeting for our Teacher's Day, she asks all of us, where will we celebrate it. This year each one of us gives ideas and suggestions after that we voted to the place that we want and the one that has most votes won. She told us that we should go to that place and we should follow the majority and besides our budget is enough in that place and it's not too far in school." (T4)	"When our principal assigns us to do something like paper works, report etc. She leads us how to do it. Through this we learn from her. She is a good example of a leader who always accomplished her task well. She always beat the deadline or passed the required report ahead of time. We really observed that, so we are also following her whenever she gave us deadline for our reports/ tasks." (T5)

		painting the plastic bottle of soft drinks that will serve us our hanging pots. She worked with us so we are inspired to give our very best.” (T2)			
INSPIRATIONAL MOTIVATION	“Being motivated lead us to become active not only to our work but also to the different activities and programs here in our school, district or division. There’s a constant encouragement coming from our principal which really helps us to be part of different activities in school. One example is that when the District Athletic Meet will be conducted in our school. We have our meeting for that big event where all of us were assigned to specific task in that program. No one will be like prince and princess on that day because we are the host school. All of us have same weight of task so no one will complain. With that all of us	“The way she is talking to a person affects the accomplishment of a work. If she speaks in a nice way, the teacher will be able to do the task effectively. For example, when my co-teacher was chosen to be the representative of Mr. and Ms. DepEd she talked to her nicely and enthusiastically that’s why my co-teacher finally said yes to her. Her voice has power so that the person around her obeys/follow her. Luckily my co-teacher won the title Ms. DepEd and will represent our District in the Division. Without her enthusiastic way of talking and without her full support my co-teacher won’t be able to do that because she is a	“Through our principal, she keeps on motivating us most especially in our teaching skills. She always integrates the peer teaching technique in our monthly Learning Action Cell (LAC) wherein the assigned leaders in that month will have a school demonstration. With that we are highly stimulated to do or imitate the very useful technique he/she is using for the betterment of our pupils and teaching skill.” (T3)	“We are motivated while doing our task in our school because we are doing it for the benefit of our school and learners. She also reminds us that we are the foundation of knowledge and hope of our pupils so we should do our best. There is an instance when she talked to us personally and giving suggestion for the improvement of our teaching strategy. With that we are also motivated to follow her without hesitations.” (T4)	“Just like what our principal does, she took responsibility and is motivated to fulfill the goals given to her. She has a self-motivation wherein she passed it on to her teachers. She has initiative on doing the responsibilities given and assigned to her. So just like her we do the same. We took our responsibility and we are motivated.” (T5)

	cooperate and work together for our school's sake. She also tells us that she cannot do it alone by herself she needs us so we must have collaboration for accomplishing our task in our school." (T1)	kind of person who is shy and never joins in any beauty contest." (T2)			
INTELLECTUAL STIMULATION	"Challenges should be accepted, there is no excuse attitude. Our principal gives us positive thoughts especially to the new programs implemented by DepEd that needs more focus and attention. Yearly tour department launches new programs wherein the main target is the pupils. For the past years we have in our Division the Continuous Improvement Plan (CIP) wherein each school will think of a unique CIP that the focus is the pupils. The topic may be on reading comprehension, literacy, numeracy and many more. This CIP is not easy to do if you are the only one to	"If we won in a competition, our principal acknowledges our effort by giving certificates and there is also an announcement after flag ceremony recognizing all the winners. She also sees it that she will treat us and all winners a simple marina as sign of appreciation for the job well done. That simple pleasure she gave to us help us to strive more for the next competition and bring again recognition to our school." (T2)	"For the increase in Mean Percentage Score (MPS) in our LAPG and NAT VI we are conducting a review session for our pupils in Grades 3 and 6 ahead of time. During December our principal is always meet us the grade 3 and 6 teachers and ask our plan in the incoming LAPG and NAT. We will have brainstorming wherein we will give our insights, ideas and intervention on how to increase our MPS. Yearly we use different style and gives more time on reviewing. After the meeting she will meet again us, together with all the teachers from kinder, grade 1,2,4 ,5 and she will discuss the Intervention that we've come up on our first meeting,	"We have our remedial/review session for concern pupils who will take LAPG and NAT. This is conducted as part of our preparation for the said examination. The support of our principal is observable specially during the review sessions. She always gives us photocopy of name grid for free for our pupils so that they will be familiarized on how to correctly fill-up the form and correct their mistakes especially in shading the circle. She also gives us sets of sample reviewer so that our pupils will have an idea on the scope of the	"We prepare our pupils for the upcoming LAPG and NAT VI by having review sessions and with the help of their former teachers because what our principal tells us "having an increase in Mean Percentage Score (MPS) in LAPG and NAT it doesn't mean that it is only the effort of the teachers from Grades 3 and 6, remember that it is the effort of all, because all of us are involved to it, so let's give our best shot!" She makes sure that all of us do our assigned task for the benefits of our pupils. She monitors us and give suggestions whenever she saw the result of the review sessions. She is always there whenever we need something or whenever we need her emotionally, mentally, physically and financially. She always tells us that

	do it. Our principal can do it alone, but she cannot assure that it will help our pupils. She is always conducting a meeting whenever we need to do our CIP. She delegates task and creates committees so that we will finish and focus on the assigned task to us. She let us share our ideas and insight and then decide after getting our thoughts. She is always conducting a meeting whenever we need to do our CIP. She delegates task and creates committees so that we will finish and focus on the assigned task to us. She let us share our ideas and insight and then decide after getting our thoughts. After planning she make sure that she will have a constant monitoring in the different committees, whenever a committee encounter a problem she is always open to		she did that emergency meeting because she wants that all of us whether you're not grade 3 and 6 teachers you will become an active part of the intervention. And she always tells us that this is our school's goals and all of us must participate. My fellow teachers also share their expertise by using techniques while reviewing our pupils. Each one of us has responsibility for the increase in MPS so all of us work together fairly". (T3)	test. Also, she gives each one pupils a new pencil Mongol No. 2 at the beginning of the review and at the day of the exam. She almost provides all the things of our pupils because she wants that our pupils will just focus on the review so that they will get passing and high grades. We really see her efforts so like her we are supporting each other and help our fellow teachers to give our vacant time to review some parts of the exam." (T4)	we should always look for the welfare of our pupils so that we can do our best every day." (T5)
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	help and for solution to it. She always tells us that it is only a challenge for us for the benefits of our pupils and we should do our best for it. She never leaves us alone and always lends a helping hand. Though it's not easy to plan-strategize-execute-evaluate it we finally did it because of her and because of our unity." (T1)				
INDIVIDUALIZED CONSIDERATION	"She always treats us with fairness and no bias at all. She treats us regardless of our economic status and level in school. I remember when we will have a review session for grade 3 and 6 pupils for their upcoming examination. She said that we will have a special Saturday class where in all of us will go back to school and have a review session to pupils. All of us follow her because we all know that she does that because it is for our benefits and	"Our principal is always fair to all of us. She treats everyone fairly and without bias at all. Whoever you are if you did wrong you will be called by Ma'am at her office. There are times that we don't beat the deadline in our reports and she will call you in the office and will let you explain your reason. She will accept your reason whenever she sees that it is valid but when she sees that your reason is not valid she will tell you straight to the point that is your	"She is fair and just to all of us. For her, all of us are equal in her eyes. She always tells it to us, and we also observe it through her actions. Whenever there's a project need to do she will let the master teachers as the team leader of each committee and the others according to the position you have. She distributed the task according to your rank. Someone approach our principal that why the master teachers are the team leaders? She said that they must prove that they deserve that position by being	"Our principal knows that individualize career counseling will help us to become a better person and teacher as well and it is for our own continuous development. She always looks for our wellbeing, so she always does mentoring and coaching to all of us because she always wants the best for us. Specifically, on how we teach after her observation to us we have our post-conference	"She always practiced fairness in our school. There are times that we need to prioritize first our family specially when there's an emergency. It's quite difficult for me being the eldest in our family and having my own family specially when there's an urgent situation. An example is that when my mother will have an operation due to fibroid (mayoral) being the eldest I am responsible for my mother and being the person who's on how we teach after her observation to us we have our post-conference for my mother's

	for our pupils and school. Though this is an examination of only grade 3 and pupils all of us are liable and responsible to this. And because we follow her, she gave us local service credit. She treated us fairly and with no biases. The treatment for one is the treatment for all so I'm very lucky because we have a principal who is fair to all of us." (T1)	task/ duty that you need to do. She will let you finish your report on that day but is she sees that you can't really finish it that day she will lend her helping hand so that you will be able to pass it. But on the next time you will overlook to it she will not help you, she wants that you will do it on your own so that next time you will finish it ahead of time. She is a kind of principal who wants that all report must be passed on or before the date of submission. Whatever position you have as long as you don't follow her rules she will give you a lesson that will let you realize that you need to do it". (T2)	the team leader and the one who will lead the group. With that we can see that she really divided the work fairly and equally." (T3)	where in she will tell us the things that she had observed to us. She will point out the things we need to improve for us to teach well and become a good teacher." (T4) "	operation and after the operation I will take care of her. My siblings are also helping me but being the eldest I know that I have full responsibility of my mother. When I returned my principal called me in her office and asked the situation of my mother. I told her situation and I am very apologetic because I was notable to attend my classes/work. She said that being daughter of my mother, that is my responsible. My reason according to her is valid so she said that she will not file my Form 6 because my reason is valid. I'm very thankful because it will really help me a lot specially to the expenses that my mother has. I said thank you to her and she said if that happens to your fellow teacher she will also do what she did to me, if we're not abusing her kindness if she knows that she can help us and if the reasons are valid. Now I realize that she's being fair to all of us and we're lucky to have her." (T5)
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TEACHERS' RESPONSES ABOUT THEIR PRINCIPAL 2

DIMENSION	TEACHER 6	TEACHER 7	TEACHER 8	TEACHER 9	TEACHER 10
IDEALIZED INFLUENCE	As long as she can hold herself she remains calm but firm. As I've observed my principal is always calm during crucial situation. One instance is that when a parent is complaining about my co-teacher and that parent had a loud voice. Our principal talk to her calmly and let the parent feel that her complain will be entertained once her voice will be in low tone." (T6)	"Whenever, she assigned us to do some task she makes sure that she is always there to guide/ lead us. Yearly each school will have their Continuous Improvement Plan (CIP), so our principal assigned different committees to that CIP so that all of us will be part of it. She really explained each part of it, so that we will know how to do our assigned task. Whenever we have problems pertaining to our task, she is always there to help us and give us some tips. So now, I can say that she really influenced me/ us." (T7)	During our faculty meeting, she always asks our opinions regarding the plans/ problems in our school. and let us realize the importance of sharing those ideas. She never let us feel that even our idea/s are not related to our topic she never humiliates us to our fellow teachers. She collects all the ideas and insights and after that deciding and choosing the best for all of us." (T8)	She organized us through groupings/ teams. She delegated task into set of committed persons with different duties, tasks and concerns. I know the reason why she assigned the task through groupings. Our principal wants that all of us will participate actively and with that kind of strategy the groupings, she can now monitor each one of us. She makes sure that no one is uninformed to our school's goals and objectives. She believes that involvement in school's goals/ objectives will make the teacher active part of it. During the monthly programs here in our school, she assigned it by grade level where in each member of the group knows his/her task.	"I Our principal is really model that everyone of us will imitate. When she tells us to do something is treating us fairly that's how she leads us. Therefore, as teachers we could consider pupil as well that is why I can see that whenever she is looking at us she is conducting meeting on us she always says that what benefits us is what she is after. In terms of work related –issues our principal is really a hardworking principal and has initiatives in all the things that she will command us. Another one is that we always observed that she is the earliest person in our school and yet she is the last one who goes home. She believes that first to come, last to go. She wants that she will have the time to monitor us, monitor the school and pupils. With that vision in mind, she influences us, so we really try our best to come early as much as possible and go to home at the right time / beyond as long as we didn't finish our task." (T10)

				Each month is assigned to a grade level and the next month will be assigned to another grade level. In that situation I can say that we are all stimulated to do our task. Involvement is the key to that.” (T9)	
INSPIRATIONAL MOTIVATION	““Being active on all the activities is important. However, our principal sees our strengths and assigns us on task and activities where we can be at our best. Example, she selects carefully who will train pupils in sport, in journalism, in science fair, in boy scouts & girl scouts, in math competitions like MTAP and who will handle the star section. She wants that the best teacher with expertise will handle different events, contests and sections. She let us attend seminars that she thinks appropriate with our skills, so it really help us to develop our skills and abilities that we need in our profession.” (T6)	“We are all motivated and stimulated while doing the assigned task in our school. The reason is our principal, her personality and the way she leads us. Aside from being a principal, I can say that she is a mother figure wherein we can tell our problems (work-related or personal). She is always there to give advice and make us realize how important our work in our society. She is always there to give a helping hand specially if we encounter the problems. With that I can say that I am motivated as well as my other co- teachers.” (T7)	“She is providing recognitions and awards. Aside from giving that recognitions, she motivated us always that aside from being classroom teachers are task is also to become active part of the activities happening in the school. If our pupils see us joining and participating, they might also do what we are doing. She makes sure that we, our pupils as well as the stakeholders of our school will lend their time in joining the activities because it is for our sake. All the activities we are doing are of course aligned with the memos given by our department where	“I’ll be inspired to do my task if she talks me enthusiastically. For example, she asked me to join the District Strategic Intervention Material (SIM) contest. I know that I can’t join because I don’t have any idea on that. But our principal speaks to me enthusiastically and she said that why others can so like them I can do that. I felt on that very moment how she talks to me on that manner helps me to change my mind and apparently, I decided to join. Fortunately, I won 5th place and she told me, “see I told you, you can do it! I’m very proud	“Seeing my other co-teachers here I guess we are really motivated because they are performing their task. Aside from that, with all the delegated task aside from teaching we are doing all those works we are accomplishing all those works beating the deadline or even before the deadline I guess that only shows that we are motivated. As for my experience, I am motivated to do my task because I will always tell myself that I cannot do these, I can’t do that but when our principal would say do that and do these because you can do it in that way I may have some second thoughts that accepting tasks but as I accept those tasks she is always there behind us to tap on our back. so, we can do that that would say

			in one of its goals is for us to give quality education to our pupils, make our school an avenue for learning and many more.” (T8)	of you, keep it up!” (T9)	that push us to our limits.” (T10)
INTELLECTUAL STIMULATION	“According to one of the respondents “my principal wants that every school year our Mean Percentage Score (MPS) in LAPG and NAT6 will increase. The result will show how a school improve in a year, so she always suggests that we need to have intervention/ remedial to pupils who will take the exam. With that mind setting we also inspired to do our best to be part of the intervention/ remedial. Starting this year, we are always we are planning again another intervention with the help of our principal that will help us to increase our MPS.” (T6)	“To improve the MPS of our LAPG and NAT VI we are doing remedial teaching/ peer teaching especially in Grades III and VI. Though we are not teaching in grades 3 and 6 our principal had made a plan that we will be also part of it. Every Monday and Friday. Grade 1 and 2 teachers were assigned to review the grade 3 and Grade 4 and 5 teachers we’re assigned to review the grade 6 for one hour. The reason behind that is that the topics that will be included in the exam are the topics from the previous school year. So, the lesson from grade 1 and 3, grades 4 and 5	“Our principal before giving any decision to a case/ situation, she always sees to it that she already evidence and valid reasons. She doesn’t listen to anyone unless she has evidence. An example is that one day my pupils were caught stealing the wallet of her classmate. I ask his parents to come in school to resolve the issue. The parents came and before entering the principal’s office they are insisting that our school has no evidence that her son did that. The school principal showed the recorded CCTV on the time that her son stole the	“I am teaching in grade 6 she would always say “I know that this a burden on your part as a teacher but please do these to your pupils’ sake. Since they are your children they are your family teach them” I mean them those who are poor in terms of acquiring learning everyday so that they will be prepared in taking the National Achievement Test. Aside from that during January and February or sometimes we are starting December you’re going to have your new schedule apart from our	“Her tactics on solving issues or getting information or getting decision to specific situation is purely basically coming from “let’s work as a team rather than I can work it out on my own so as a principal she gathers all ideas, insights or opinions consolidate and then we exchange ideas. We had also argument she is not that perfect, but she is making sure that after that arguments we settle on one situation that both of us can understand why we come up with that situation. There are also times that we are the one who will decide after we heard the ideas of our co-teacher. She told us that when the time comes that she is not around, we can decide on our own.” (T10)

		will be also included in the exam. And she also wants to see that we have one vision which is to help each one another to uplift the MPS of our school's LAPG and NAT." (T7)	wallet. After seeing that her child really did that the mother asked for forgiveness. She said that her child is wrong in doing that. The principal and the mother had an agreement that if it will happen again and there's an evidence the principal will follow the laws under our department regarding to stealing and misbehavior of pupils. See, our principal prefers solving problems with reasoning and supported with evidence so that no one will oppose her decision." (T8)	daily schedule in reviewing our pupils for our pupils to be more prepared. Just like last March we are supposed to take the NAT, but the memo came from the head office that the DepEd NAT schedule has been moved since there's there will be no NAT in the same school last year still we did our part because we still review our pupils. We think and our principal think that our pupils must be ready upon entering grade 7." (T9)	
INDIVIDUALIZED CONSIDERATION	"As I know our principal is fair to all of us. Like for example, when the teacher is wrong or do something that is not aligned in DepEd orders whether she is a Master Teacher, Teacher III, Teacher II or Teacher I she always corrected him/ her for the sake	Fairness, she treated us as equally important with other teachers she doesn't look at you're an as Master Teacher. Well basically, if we are dealing with the nature of the work of the Master Teacher of course she will	". She is a kind of principal who will let your negligence to be announced in the school. She is not the kind of principal who will shout on you for you to follow. She is a kind of principal though you are neglected sometimes will	"Some teachers although they are already in their profession, they need to be consoled by our principal. A personal example is that one day I will file Form 6 because there's an emergency in	"She treated us fairly as well but this time I will give you an example. Few years back there was conflict that occurs in here so with that the other one is treated as a friend. I mean she is close to our principal meaning just like friends whenever we are outside the other

	of that teacher and not to humiliate him/he in front of others.” (T6)	give the work to the Master Teachers, Teacher III or to the OIC but if seeing her like giving favor into one she is not doing that. She treated us equally important like what is the opinion of Teacher I is always as important as the opinion of the Master teacher she works on that principle. I also believe that she is helping us in giving our best, mind you when she got here we only have one Teacher II but now after four years we have four Master Teachers and three Teacher III in other way we improve by her motivation.” (T7)	advise and touch your heart so that you will gradually change for better.” (T8)	our family wherein my mother will undergo an operation. Being the eldest in our family and my father is old I’m responsible for my mother’s sake. She asks me, why will I file Form 6? When I told her what happened? She told me that we have the same scenario before that like me she is also the eldest. She told me that I must be strong because I’m the source of strength of my family. I should be strong so that my parents will be also strong. I remember also that she told me that I should be ready financially, physically and emotionally. Lastly, she is wishing for an immediate recovery of my mother. That’s how our principal counseling us.” (T9)	one is aloof with our principal but with that I could see that she treated them fairly. She listened to that situation when, where and why it happened. She listened to both parties when she was able to pacify each other feeling she pacify the high emotion and now they are friends again.” (T10)
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TEACHERS' RESPONSES ABOUT THEIR PRINCIPAL 3

DIMENSION	TEACHER 11	TEACHER 12	TEACHER 13	TEACHER 14	TEACHER 15
IDEALIZED INFLUENCE	"Lead by Example" is one of the characteristics of my principal that I like because in all the activities of our school. From conceptualization, creating committees, organizing the program, implementing the projects, simple events and other school activities, she spearheaded it through hands on and personal appearance." (T11)	"Our principal is a good leader because she manages our school very well like preparing school reports, projects and plans. She influences and inspired us positively to achieve great success. When she became our principal, our school really performs well. It is because of her will power and the leadership style she is using. She unites us and because of her we work as one, we work as one team having same goals in mind and do it together. Unlike before that we have different paths/goals that's why	"Every 1st Friday of the month is intended for Teacher's Meeting wherein our principal discusses about her supervisory plan and all upcoming activities. All her teachers are stimulated and motivated because we do our job at our best. She always discusses and involves us in all our school goals because according to her she herself can't do it alone. A school is consisting not only of a principal but also her fellow teachers and staff. So, we are family/ team that are responsible for the welfare of our school, so we should work as one and as a team. Whenever we need to	"Our school principal manifests characteristics in her daily duties. She exhibits leadership, adept with people, organized and prepared. She is dedicated to her work. She is very hands on in doing and supervising the school reports, school projects and school plan. I remember when I and my principal attended a seminar regarding our School Based Management (SBM) wherein I am the coordinator of our school. In that seminar I realize how her leadership style changes our school	"When our principal assigns us to do something (e.g. paper works, report etc.) she leads us how to do it. Through this we learn from her. Whenever there's a Memorandum came from our District, Division, Region, Central Office our principal sees to it that she read and understand it before giving/ telling it to all of us. If you are the receiver of that Memorandum she will call you in her office and will explain to you what will you do and if you have questions and need assistance or help coming from her she is very open to help you to the best that she can. She never let us feel that the burden in doing that is only in our hands. our principal always guides and leads us to what we really need to do so that we will accomplish it successfully." (T15)

		were not able to achieve our goals specifically school goals. She really influences us to work as a team, and to work hard for the accomplishment of our goals/targets.” (T12)	accomplish a school goal, our principal never fails to inform us what our target is. We always have brainstorming so that we will come up to good and better ideas to be used to accomplish our school goals. We feel that we are really part on accomplishing our school’s goals, so we are highly motivated and stimulated to accomplish it together with her.” (T13)	performance. In that seminar, our District announced the previous rate/ marks of each school for the past 3 years on their SBM validation. When I’m writing the rates, we have in my notebook I notice that the year when she became our principal our rates really increase. From maturing state, it goes to advance state where in our District we are the highest performing school. Though we got that rank she remains humble and continue to do her best for our welfare. After that seminar I reecho that in our monthly meeting and my fellow teachers became very	
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INSPIRATIONAL MOTIVATION	“She wants that all of us will work together harmoniously so she always integrates group activities whenever we have meetings, trainings/ seminars. She wants that all will be happy to be with each other so that every time there’s a task to do we will not be ashamed to join and share our ideas in the team that we will be belonged to. She is very creative in the group activities that we will do. Team effort and team work is needed in those activities. She said that the spirit of team work is very important in	“An example is when I was thinking on what I will do in my SIM at Araling Panlipunan. I am having hard time thinking of it because I have an 8-month-old baby. She told me and my other 2 co teachers that before leaving our school we should see her in her office. We went there, and she told us that she has example topics in SIM, so I am the one who chose first the topic I wanted	As a result, we are always motivated to do our assigned task specially to teach well in our classroom. Our principal is strict in terms of our performance as a classroom teacher. Whenever she sees that one of us is having a hard time in teaching our pupils, she will talk to you personally in her office and gives you advices. Though she knows your weaknesses she will never let others to know it, it is only	“We aim to give 100% best result of our work. Whenever she gives us a task we look at it as a challenge and not a burden. Though in others it might be burden because it is additional work but for us and to my other fellow teachers it is a challenge that we need to surpass. Why not a burden because our principal sees to it that before she will ask it to	“To accomplished work together, she assigned committees. There is an equal distribution of assigned task. She gave her teachers different areas as coordinators and areas of responsibilities so when she is not around we can do the things needed in the school. She usually groups us whenever we are accomplishing a task. We know that she does that because team makes the task to accomplish quicker than accomplishing it alone/ solely. The member of each teams possesses diverse skills that will be very helpful in attainment of the teams’ goals and objectives. The more heads are thinking the

	accomplishing a task. Working together harmoniously will lead to positive outcome specially in terms of accomplishing an assigned task/ job. She also told us that if we have team work we can accomplish our work easily and with that we will also gain camaraderie with our fellow teachers.”(T11)	and then they are next. We are very thankful for the topic and after that we see to it that we will search and explore the internet to really gather data and think of better strategy to present it to the judges. She also let us take home the pocket wife that our school owns so we will have an opportunity to search while we are in house because we don't have internet connection. We really see how she supported us in our competition so with that we are highly motivated to do our best in that contest.” (T12)	between you and her. She will help you in the best way she can do. Whenever we have Learning Action Cell (LAC) she always asks one of our Master Teachers to have a simple demonstration in a specific subject area so that we will learn new methods/ strategies on how to teach that subject. In this way, we are gaining knowledge on how to teach the subject in easy way so that our pupils will understand us. There are also several group activities techniques that we've learn. Our principal really does her best to help us to become and effective teacher because she wants that our pupils will learn a lot of things from all of us.” (T13)	do, she will really explain it to us and help us whenever we are having difficulties on doing it. She guides us up to the submission or implementation of our task, so we are motivated/ inspired to do it because of her.” (T14)	better. The more ideas are there the better.” (T15)
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INTELLECTUAL STIMULATION	“Like when a teacher will have a challenging task such as an entry for Strategic Intervention Material (SIM) and the likes, she always assists and suggests means to make the project as it best. She helps us but with limitations. What I mean is that, she will let us to think solutions, think of ways on how to do it and she always there to guide and assists us. She tells her comments to it and will share her best ideas for its improvement. With that SIM challenge by my principal, I fortunately won in our district SIM contest. I really appreciated the help of my principal, because it helped me to think creatively so I created an idea on how to present the topic, I’d chosen.” (T11)	“We have interventions/ plans for LAPG and NAT every year. There are enrichment/ enhancement program and set schedule for review for us to have an increase in our MPS. Our principal sees to it that we are sharing the best practice for the improvement of our Mean Percentage Score (MPS) in LAPG and NAT. We are not focusing only on review/ intervention sessions, but our principal sees to it that on the start of the school year we show our best practices in terms of making daily lesson logs, prepare suitable instructional materials, select teaching methods for slow, moderate, fast	“In solving problems our principal is a rational thinker. She solves problems in an especially to the pupils. She also uses evidence based before deciding. One instance is that an applicant is applying in our school. She lives in our barangay, so she will automatically apply in our school following localization. When our principal is checking her papers, she marked didn’t mark one of the certificates given by the applicant and when she showed it to the applicant, the applicant asked her why she doesn’t put any mark on that certificate. Her answer is that your training in computer during your college days are not included in, we will only give mark/ point to the certificates	“She shows equality to all of us. She encourages us to express our ideas and opinions freely. Whenever there’s a thing that needed to decide on she let us freely tell our ideas or share our experiences about it and then when she knows that we’re done or when we had a choice she will tell us the pros and cons. In that way we will now have an idea on what we will choose.” (T14)	“She always respects our ideas and insights. We all know that she is appreciative whenever we share it. She is a kind of principal that solicits our ideas first and then decide after that. We have Early Language Literacy and Numeracy (ELLN) it is intended for kindergarten three teachers. She called all kindergarten 3 teachers and they have short meeting regarding ELLN she first explains it and then she assigned one leader in each grade level. After that she asked if how will they conduct the ELLN session, my fellow teachers stated their ideas on how it will be conducted. And then we come up to a decision that in every ELLN there will be assigned grade level. They will be assigned on the program, speaker, activities and documentation. Our principal also agreed to that decision so that each grade level will be given a chance to lead and let each member of the group responsible and liable to their tasks. She let us decide on our own but always there to check, look and guide us always.” (T15)
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		active thinker learners so that for the before they will take the exam they are ready for it.” (T12)	you have after graduation. The applicant did not know that, but she believes our principal because our principal also showed to her a memo regarding that. With the evidence she showed the applicant believe in her and did not complain. That is the reason why she always wants evidence before deciding to anything.” (T13)		
INDIVIDUALIZED CONSIDERATION	“It is, though our principal is a good leader, continuous mentoring to us is truly a need for the continuous development of school and learners. In fact, like others I need coaching specially I when I was newly transferred in a new grade level. I was assigned in lower grade level and I was assigned now in intermediate level. I am in the state of adjusting specially in handling older pupils. My principal never fails to give me	“If you are a public elementary teacher you will know how the department gives lots of paper works that you also bring in your house so that you will finish doing it. Even if we have lots of paper works aside from teaching and sharing knowledge to our pupils our principal sees to it that we never forget to	“If we won in a competition, our principal acknowledges our effort by giving certificates and there is also an announcement after flag ceremony recognizing all the winners. She also sees it that she will treat us and all winners a simple merienda as sign of appreciation for the job well done. That simple pleasure she gave to us help us to	“If there is a need for a serious concern/ view she is asking all of us, our decision is always considered. Like for example, when giving/ sharing our opinions, she is open for any changes. If what will be good for many, it will be followed. Though Master	“She does being fair is always practiced in our school. There are times that we need to prioritize first our family specially when there’s and emergency. It’s quite difficult for me being the eldest in our family and having my own family specially when there’s an urgent situation. An example is that when my mother will have an operation due to fibroid (myoma) being the eldest I am responsible for my mother and being the person who’s my mother is living with. I’ve file Form 6 (leave of absence) for 3

	advices on how to handle those pupils. She always monitors me by observing if I really follow her advices. There is time that I forgot her advices, so she is always there to remind me that I can do it, slowly and someday I can handle them well. I think she did that because she always looks for the welfare of our school/ pupils and of course our welfare. She let us feel that whenever we are afraid to do one thing, we are afraid to try new things she is always there behind our back guiding and helping us to correct it.” (T11)	grow professionally. If there’s a chance she let us attend District/ Division/ Regional/ National or International seminars and trainings. We also have a regular monthly Learning Action Cell (LAC) every second Friday of the month where in the teachers who attend the seminar will act as the speaker. These are the things that our principal does so that we can grow professionally.” (T12)	strive more for the next competition and bring again recognition to our school.” (T13)	Teachers have high position she disregards that whenever we have a decision to make. She looks at us as the same no matter what position/ rank we have she will listen to our ideas and insights.” (T14)	days because I will be responsible for my mother’s operation and after the operation I will take care of her. My siblings are also helping me but being the eldest I know that I have full responsibility of my mother. When I go back to work. My principal called me in her office and asked the situation of my mother. I told her situation and I am very apologetic because I was not able to attend my classes/work/ She said that being daughter of my mother, that is my responsible. My reason according to her is valid so she said that she will not file my Form 6 because my reason is valid. I’m very thankful because it will really help me a lot specially to the expenses that my mother has. I said thank you to her and she said if that happens to your fellow teacher she will also do what she did to me, if we’re not abusing her kindness if she knows that she can help us and if the reasons are valid. Now I realize that she’s being fair to all of us and we’re lucky to have her.” (T15)
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TEACHERS' RESPONSES ABOUT THEIR PRINCIPAL 4

DIMENSION	TEACHER 16	TEACHER 17	TEACHER 18	TEACHER 19	TEACHER 20
IDEALIZED INFLUENCE	“My school head was very open minded in terms of sharing ideas and entertained all the expressed opinions of her teacher particularly in decision- making. But there are times that she will not consider the ideas of my fellow teachers and use my ideas as well as my co-master teacher ideas. We are happy because she acknowledges our ideas and opinions so whenever we have sharing we sees to it that we will share our best ideas.” (T16)	“Sometimes due to her inclined work she reached the level of annoyance. There were times that she got mad, when the task / assignment or even the school report was not finished on time and was not able to accomplish. Like what happened between her and with our Feeding Program Coordinator. Every day she always reminds our feeding coordinator the deadline of her report on liquidation before the month ended and she also ask if she needed her help. Our feeding coordinator always told her that she can do it. And when the submission of liquidation comes she was not able to pass	“They tell us the program/ projects, but she only involved the two Master Teachers. She doesn’t want to have disruption of classes, so the two Master Teachers are the only one that she always asks the assistance in planning the different activities. With that style some of us are not 100% stimulated because we don’t have background or deep understanding on our school goals or objectives. But as our principal, of course we will always follow her.” (T18)	“Before implementing any school policies/ activities in school our principal always informed us so that we will participate and have a little background on the activity that they planned/created together with our two Master Teachers. hey act as the OIC of our principal they are one call away whenever our principal has needed them. I think because they are involved since the planning stage. They are motivated to accomplish our school goals. And we who are not involve in planning, so I think we are not completely stimulated. We are just involved after the planning wherein we will assign to different	“She possesses a good communication skill. Through communication it enhances motivation, sense of security and moral of the teacher that is how he leads us. She knows how to deal to different people with different personalities. She also knew how to motivate us and lead us towards success. I remember when she assigned me to be the Brigada Eskwela Coordinator, I talked to her personally and I told her that I can’t do what our former Brigada Eskwela Coordinator can do, and I know my limitations. She said that all of us has the ability, we can do it, she trusted us and once she sees us that we are having hard times in the task she gave to us she will help us. In that time, I can say that she really influenced me to try and strive more for the betterment.” (T20)

		it because she is not finished. Our principal called her and talked to her personally in the office and we heard that she is slightly shouting my fellow teacher because of being irresponsible and negligent with her task.” (T17)		committees and doing different task. We do it just to comply on our duties.” (T19)	
INSPIRATIONAL MOTIVATION	“Most of the time if it is school related problems – teacher-pupil-parents. She always shows her calmness in resolving it. She does it because she wants that she will have right decision. She also asked the assistance of our two master teachers and our guidance counselor. Her calm approach will provide her control over the events/circumstances and she will also make correct judgment in any situation. She said, “once a person is calm during problem it will help you to focus on correct things at the correct time and in the correct way.” (T16)	“If you are talking to encouragement I can say that she really encourages all of us to do our best. We are all motivated to do it because we know that she will help and guide as always. After her observation in my class she sees to it that there will be a post conference where in we will talk one-on-one in her office and she is telling our strengths and weaknesses and how can we improve that, so we can teach our lesson better.” (T17)	“My principal is an optimistic kind of a person. She feels and believes that positive things will happen even during crucial situation arise in our school. There was an instance that a parent hysterically came to the office and complained the teacher of her daughter. Citing all that happened in her daughter in the hands of allegedly abused teacher. Talking about bringing the problem to higher authority of DepEd and even talked and asked legal counsel of their family attorney. As the school head she listened first to the complainant and afterwards called the attention of the involve teacher and presently discussed and explained the	“Annually we are having our Gender and Development (GAD where in each school under the Department of Education (DepEd) will have it at the end of the school year. GAD is one way of showing team work in each group. This will help each one of us to share our ideas/ insights/skills for the accomplishment of goals or assigned task. This will also improve the camaraderie of each teachers/ members of the group.” (T19)	“She always shows her calmness in resolving it. She does it because she wants that she will have right decision. She also asked the assistance of our two master teachers and our guidance counselor. Her calm approach will provide her control over the events/circumstances and she will also make correct judgment in any situation. She said, “once a person is calm during problem it will help you to focus on correct things at the correct time and in the correct way.” (T20)

			best solution to the problem it ends in a positive emotional state.” (T18)		
INTELLECTUAL STIMULATION	“In her daily monitoring to our class, she never forgets to encourage the pupils to read every day and study hard. She suggested us to apply multiple and varied teaching techniques and strategies and hold remedial classes specially to grade 3 and 6 that will take the LAPG and NAT. She also involves the other teachers to help the grade 3 and 6 teachers to review their pupils.” (T16)	“I think our principal didn't create a conducive environment whenever we had a meeting with her. Though her assistants and the one she is always talking are the Master Teachers she never forgot to also create an environment conducive of sharing of knowledge. There is also time that she asks all our consensus before deciding. Our yearly rest and recreation (R&R) is the example that I can give. Whenever we will have our R & R she always asked all our opinions and make sure that the place we will conduct it was chosen by the majority. She did that so that she can get our ideas/ opinions and we will not be afraid to share	“My principal is much concern in the result of LAPG and NAT because the MPS of NAT will be the basis of school performance, whether it decrease or increase. To make the MPS of the NAT will increase, she focused in the implementation of teacher- made test that includes questions base on the learning competencies that were least learned. She also let all the teachers to be involved in the review sessions for Grade 3 and 6 pupils. She let the Master Teachers and grade chairman of Grade 3 and 6 to make a schedule for our review sessions. All of us really helped them by giving our vacant time. We really try our best so that the pupils who will take the exam will remember the things we are reviewing to them.” (T18)	“If we are talking about problems about pupils, yes, she always used evidence and reasoning in solving problems but if the problem is all about us, sometimes she listens to hearsays of her close friends. There is an instance when she approached one of my fellow teachers and she ask something personal about her life, she said it's not true. Our principal told her, that she is only asking so that she will know the truth and if somebody will ask she can defend my fellow teacher. My fellow teacher disappointed to what our principal asked her, she felt that our principal didn't trust her and immediately believing to someone without evidence, but	“Learning Action Cell (LAC) session for the intervention of competencies of the pupils who will take LAPG and NAT. She always introduces us to the new trends in teaching. She let the concern grade level to be responsible on the review sessions. The grade 3 and 6 teachers are held liable on the strategies they will use while reviewing their pupils. They also ask our assistance for reviewing their pupils. during our vacant time we gave our one hour to review one subject in each section so that they will be reviewed and remember their past lessons,” (T20)

		it with them together with our Master Teachers.” (T17)		she never showed it to her and she gave full respect to her no matter what. So, I think my principal sometimes listened to unsolicited opinions without realizing that they hurt somebody.” (T19)	
INDIVIDUALIZED CONSIDERATION	“In my teaching, I have not been neglected to my work. But as far as I know, if you have been neglected for example you have a habit that you forgot to log out before leaving the school. The next day your name in the logbook has a red mark and our principal will talk to you personally. According to my fellow teacher who have been neglected our principal told them that writing log-out in our logbook is our protection. Especially when you are leaving the school earlier than you’re expected out even you have an emergency and our principal permitted you to do that. The next time she will observe that you do it again you will be asked to file Form 6 (Leave of Absence).” (T16)	“Our principal treated us fairly, for example we work well in the assigned task she gave to us and she will immediately have praised us whether newly hired teacher/ the one who stay long in the profession. The only thing that I noticed she is did not involve us in planning part of any activities in our school. She only involves and collaborate always with our three Master Teachers. She said that she is doing that for us not to be disturbed while teaching. For me, I think we will not be disrupted if she will include the planning phase	“I think it is important for our principal for us to have individualized career counseling and mentoring. An example that I can give is when we have a post-conference after the class observation. Aside on telling the things we need to be improved she also advices us unique techniques/ methods on how we will introduce the lesson to our pupils.” (T18)	“She encourages us to pursue graduate studies and do some action researches because it will be our edge if someday we will join the ranking for Teacher II, III, or even Master Teacher I and II. She also let us attend different seminars / workshops for us to learn several strategies and techniques that we can use in teaching.” (T19)	“She is fair to all of us and no bias in regards with the task she is giving to us. Whenever we render service during weekends to train our contestants or do our reports. She will give us local service credit for that. All of us were given the opportunity to attend seminars once in a year. She also let us re-echo the seminar or act as speakers to our school after attending our seminar because she wants us to build our self-confidence and she also wants us to gain certificates that we will need in our future promotions. In that case all of us are fair and treated with no bias.” (20)

		during our monthly Learning Action Cell (LAC).” (T17)			
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TEACHERS’ RESPONSES ABOUT THEIR PRINCIPAL 5

DIMENSION	TEACHER 21	TEACHER 22	TEACHER 23	TEACHER 24	TEACHER 25
IDEALIZED INFLUENCE	“She really performs task beyond expectation. All the task assigned to her by our District Supervisor, all the duties and responsibilities she has is really accomplished by our principal. She is doing her work not only to obey but most of all she does it because she wants to do it and she give her 100% and her heart while doing it so the result is excellent. I remember when our District supervisor ask our school principal to join in the Zumba Division Competition and will represent our District. Though our principal knew that there is only 1 month remaining for the said competition she	“She always involves us in accomplishing our school goals. She tells us the plans they created together with our Master Teachers and Grade Leaders. Though the plan is already done I believe that everybody is motivated because once a task is given, everybody is eager to finish it. Before our yearly recognition and graduation our principal sees to it that she will meet all of us after her meeting the master teachers and grade levels. She is citing the different committees and the grade	“She’s very particular on punctuality, not only in terms of coming into school but in finishing assigned tasks as well. She’s workaholic, she always monitors and observes classes to identify the strengths and weaknesses of the teachers and the teaching-learning process. I remember when there is a deadline on Liquidation, she sees to it that she will really pass it on the deadline so the night before the deadline she finished it though she came home late at night. She was also an awardee of our Division for being the first in our district who passed our	“For me, my principal is leading by example. Even though she freed with lot of decisions each day. She is workaholic in doing her job, very particular in submission of reports or on other proper works, rechecking and proofreading. She passed her report not only to comply. Whenever we pass the report to her she sees to it that it is correct specially the grammar. Our reports are the basis of the report that she will do so she really proofread and read critically the content of our report.” (T24)	“She asked our opinions/ ideas because it might be a big help for her to decide in a particular situation. She is very particular to the ideas given by our Master Teachers and grade leaders. Most of the time their ideas are the one chosen by our principal because the trust to them is very high as well as the expectations. I remember when we suggested to have our Celebration of Teachers’ Day here in our school, but the group of grade leaders and master teachers suggested that we should celebrate it in other places for a change. She said that is a good idea, so we celebrated it in a restaurant inside Walter Mart. We are not against them so whether we like it or not we should follow it.” (T25)

	said yes to our District Supervisor. She immediately looks for a Zumba Instructor within that day so that we can start practicing. She shoulders the payment of the instructor and together with our Master teachers they went to Divisoria and bought our costume. Now, I can say that she really works beyond expectation not only in accomplishing the task given to her, but she is really hands-on to us.” (T21)	level assigned to it. she is always telling that we should cooperate and collaborate so that all the programs we are conducting will be successfully done. As what I’ve said earlier though were included only in the preparation or execution phase we are motivated to participate because our principal is encouraging us and at the same time we have small background on our goals and objectives.” (T22)	liquidation early” (T23)		
INSPIRATIONAL MOTIVATION	“She always told us that everything we do is for the benefit of our pupils and as teachers of this school we must be an active part of it. If we are actively participating the programs our pupils will be also encouraging to join. Our pupils really follow what her/ his teacher is doing or telling so	“We are all motivated in doing the assigned task. Our principal is a hand-on principal, I mean if she assigned us in a task she makes sure that she will be also involved. For example, she talks to the grade leaders that each grade	“We are very motivated in doing tasks assigned given to us/ me. In my situation I am very stimulated to do whatever task is assigned to me because our principal explain clearly how task is to be done before she let me start doing it. I remember when she assigned me	“Also, a leader and co- worker in accomplishing the activity. She always engages all of us in accomplishing our school goals. As the time passes our team work really tighten. Whenever we have a team building activities I noticed that we	“It is. I think it will lead us to do and finish the work on time or ahead of time. The manner of talking really helps a person to do the task optimistically so we are encouraging to accomplish our task and finish it. Though there are times that her tone is aloud while telling us to do our principal didn’t always talk to us enthusiastically.” (T25)

	when they see you are very active and always present in all the activities and programs your pupils will acquire also that trait. It is a good sign because whenever they will participate their parents will be also participating and support the activities we are conducting in our school.” (T21)	levels must have a simple garden, the next day she is tilling the soil near her office and told us, “this is my garden” I hope all of you will be united in making your garden. With that we are more inspired to work because we see that our principal is also working.” (T22)	as the property custodian of our school. I don’t have any background on the task and duties of the property custodian, so she explained it to me. Whenever I have a vacant I immediately went to the office and have a tutoring lesson with her. I really see how our principal helped me to be deserved on that position. Her efforts on teaching me really help me to be stimulated to do my work.” (T23)	really had good outputs. Whether we are group according to our age level, our position and gender I can say that team work really appeared. We were encouraged by our principal since then, so we are always motivated to do our best whenever we have group activities.” (T24)	
INTELLECTUAL STIMULATION	“Our principal wants that we have yearly increase in our Mean Percentage Score (MPS), so we made analysis on all the summative tests/ periodical tests and give remediation/ intervention to least mastered skills. We will have passed it on the office and then our principal together with the Master Teachers and grade leaders are the one who was assigned to that, after they	“Whenever we had problems she let us first think on how we can solve it before she will assist/ help us. One instance is when I was chosen to represent our school in the search for Ms. DepEd. I talked to our principal personally in her office and I told her that I can’t join because I don’t have any talents and confidence joining that	“I believe that our principal wants to be fair and just to all. She wants everything in order, so she uses reasoning and evidence before giving any decision. For her, it is good to have basis in every decision that she will make specifically if it is pertaining to our school. One instance is that she heard a hearsay about our watchman that our watchman is not doing her task and always sleep	“She creates an environment that is conducive to the creation of sharing of knowledge among us, but she only used the ideas of few. Naming the few are the master teachers and grade leaders whom she always believes in. They are smart I admit it because I can see it on how they sophisticatedly talk and share their ideas, but our principal must be fair to all of us	“To have more effective and fruitful result she always gathers our ideas and insights first. When making decisions she gather suggestions first, she allows each of us to give insights about situations. She also let us decides after we heard the suggestions, but her decision of course will prevail. If we have similar decisions she will never oppose ours but if we have different ideas she will explain to us, why she chose that. I think her reason is that she wants to hear diverse ideas coming from us and give us the chance

	scrutinize it we will have an emergency meeting. They will tell us the intervention that we need to do for us to increase our MPS. All of us want to increase our MPS so we follow them and when the result came we are happy because we increase though it's not too high at least there's an increase." (T21)	search. She told me that I can, that she trusts and believe in me. Though I really don't like to join, but after talking to her I said "yes". I went to our two master teachers and ask their help. Our two Master Teachers help me, and they also ask the assistance of our fellow teacher who joined the search last year. We talked about the talent that I will be doing though I know I don't have. The props, costumes etc. After conceptualizing the plan, I immediately talked to my friend who is a choreographer about my talent. She taught me how to dance and some tips on projecting and dancing. On the other hand, my fellow teacher helps me to answer some questions about the search. She	during his duty. For her to really know if it is true she investigated together with our clerk. For almost one week she had her overtime to really know what is happening in our watchman's duty. Of course, she will never see our watchman sleeping because it's too early. Again, she had her plan, so she goes to school late at night and no one opens the door of our gate. The next day she does it again and again no one opened it. The next day she talked to our watchman and told him that she went to our school last night and nobody opened the door, the watchman was very apologetic. Our principal said that we are luckier than our neighboring school because last week, thieves came in and get the important things in their office and in some of the classrooms. Our principal told our watchman if	and must create equilibrium to all of us despite of our position. I didn't tell that I am smart like them but there are times that I can suggest ideas better than them but sadly I am not recognized. Now whenever we have a meeting she continuously asked our ideas and until now I really try my best giving my best idea though I know what will happen next." (T24)	to decide and think logically and rationally. She always guides us and help us whenever she sees we need her." (T25)
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		remembers some questions while she is the contestant, I also search the internet and look for possible questions. Our two Master Teachers help me to find my costume. To summarized, the contest run smoothly, and I got the best talent and became a runner-up. I am very thankful for the persons who helped me achieving what I have now. Though I don't get the title of Ms. DepEd, but I know that we can think creatively without the assistance of our principal. Our principal helps us to view our problem on our own and it is really a challenge to all of us especially to me, but I surpass it.” (T22)	he will not do her duty well and always sleep, he might look for another job. Our watchman said to our principal that he will not do it again, and he will really do his job and will not sleep so no one will enter our school. Our principal gives her another chance and until now he is our watchman who really do his job because he is afraid losing it. That is one instance where our principal use evidence rather than listening to others. Evidence are really importance in decision-making because it will help you to decide and to find the truth.” (T23)		
INDIVIDUALIZED CONSIDERATION	“She always has one-on-one coaching and mentoring to	“She is a kind of principal who is very observable. She	“My principal is always grateful whenever we won in a contest so as a	“Each time we won in a competition our principal	“She always reminds us what are the things we need to do and what is

	teachers who need help. She wants all of us to learn from her experiences. I remember when I will be going to abroad for 1 year, wherein I will try to work in a school. She told me that I should not file my resignation because I do not know what will happen to me abroad. Her advices me to take 1-year leave, and if I really want there that is the time that I can file my resignation. With that I felt that she is concerned to me, I followed her advice and unfortunately, I chose to go back here because of family problem. I think individualized career counseling and mentoring of our principal is very important because we really need it, the things we can't foresee are sometimes perceived by our principal.” (T21).	always monitors each one of us, especially if it is pertaining to our assigned task/ work. I can say that nobody is neglected to work because she addressed us all the same. When the time comes that there will be a neglected teacher I am very sure that he/ she will be called in her office and will have one-on-one talk about the problem. Our principal sees to it that the problem will be solved before he/she will leave the office. She doesn't want a mole to be a mountain as the saying goes by. “(T22)	sign of appreciation she gives incentives to the winning coaches and pupils. Aside from that, during our flag ceremony she also recognizes the contestants as well as their coaches.” (T23)	expresses her appreciation on the achievements and accomplishments by recognizing us and our pupils during our flag ceremony. She sometimes asks our ICT Coordinator to layout a tarpaulin that will be posted in our fence. The name of the coach, contestant pupils, their place/ rank and their pictures will be seen in the tarp. That is her way of encouraging us to give always our best whenever we are joining competition.” (T24)	our duties and responsibilities so that we will not be neglected. I remember when our ICT Coordinator went in their province without telling our principal wherein she has undone tasks to do. When she came back our principal immediately called her in her office and they had one-on-one conversation. Since then, when our ICT Coordinator will go to their province she will finish first her tasks and will ask the permission of our principal.” (T25)
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*Adapted from De Guzman A. B. (2015) Doing Phenomenology in Education and Social Sciences- Interactive-Lecture Information Map. Philippine Normal University, Manila.**

APPENDIX C

VALIDATED INTERVIEW GUIDE

FOR ELEMENTARY SCHOOL PRINCIPAL RESPONDENTS

**ON BECOMING AND BEING A TRANSFORMATIONAL LEADER:
THE CASE OF SELECTED ELEMENTARY SCHOOL PRINCIPALS**

Introductory Protocol

To have a smooth progress of our note-taking and with your permission I will use an audio-tape recorder, in order to ensure an efficient transcription of data, which will be disposed afterwards. Basically, this document states that (1) all information will be treated with utmost confidentiality (2) your participation is voluntary and you may stop at any time you if you feel uncomfortable and (3) I do not intend to inflict any harm. Thank you for your agreeing to participate.

The interview will approximately last an hour. During this time, I have several questions that would like to cover. If time begins to run short, it may be necessary to disrupt you in order to push ahead and complete this line of questioning.

Introduction

You have been selected to speak with me today, because you were one of the awardees of 2016 Bulacan Outstanding Administrators Teachers and Supervisors in the elementary principal category. Moreover, you have been identified as someone who has a great deal to share about Transformational Leadership.

Interviewee Background

Please comment on the questions to be asked.

How long have you been...

_____ in your present position?

_____ at this school/ institution?

Interesting background information on interviewee:

What is your highest educational attainment? _____

Opinions concerning your abilities as an effective leader.

In your role as an outstanding elementary school principal, what is it that you do that focuses upon the future of your school/ institution? _____

Who are/ were your greatest influence in life, for you to become the leader that you are now? _____

How would you describe your leadership style? _____

Adapted to an unpublished dissertation entitled, “*Administrators Transformational Leadership Behavior and Managerial Competence on the School Performance (Reyes, 2014)* and unpublished thesis entitled *Transformational Leadership of Selected Filipino Leaders (Codilla, 1998)*

Interview Guide:

A. Idealized Influence

1. What are some of the things that you do believe you are leading by example? Do you think by doing so, you are influencing them?
2. Do you perform tasks beyond expectations? In what specific situation/ condition?
3. Do you encourage your teachers to express their ideas and opinions? In what ways?
4. In accomplishing your school’s goals / objectives, do you involve your teachers? Do you think they are stimulated and motivated? How did you know?
5. Do you remain calm during crucial situation in your school? In what particular situation?

B. Inspirational Motivation

1. Are your teachers motivated while doing their tasks in your school? What are the reasons why they are highly motivated?
2. Is it important to encourage your teachers to become active on all the activities, events and programs in your school? What are your ways of encouraging them?
3. Do you think if you talk to your teacher enthusiastically will lead to accomplishment of his/her work? Why?

4. What are the things you will do to encourage teamwork/ team spirit among your teachers so that they will accomplish their work together?
5. Do you give continuous encouragement to your teachers to improve their teaching performance? What was the result?

C. Intellectual Stimulation

1. What do you suggest to your teachers so that your Mean Percentage Score (MPS) in terms of Language Assessment for Primary Grades (LAPG) and National Achievement Test VI (NAT VI) will increase?
2. Do you help your teachers to view difficulties as challenges for creative thinking?

In what particular situation?
3. In solving problems, have you tried using reasoning and evidence rather than unsupported opinion? Why do you prefer that?
4. Why is there a need to create an environment that is conducive to the creation of sharing of knowledge among your teachers?
5. Do you gather all ideas/insights from your teachers when making decision and allow them to decide after exploring all possible solutions? What are your reasons in doing that?

D. Individualized Consideration

1. Do you treat your teachers with fairness? Can you give a specific situation where in you do that?
2. What if your teacher/s won in a competition, how do you express your appreciation on their achievements and accomplishments?
3. Do you have teachers who have been neglected in their work? What will you do to address them?
4. What kind of support do you give to your teachers to help them grow professionally?
5. Is individualized career counseling and mentoring important? Why?

APPENDIX D
VALIDATED INTERVIEW GUIDE
FOR TEACHER RESPONDENTS

**ON BECOMING AND BEING A TRANSFORMATIONAL LEADER:
 THE CASE OF SELECTED ELEMENTARY SCHOOL PRINCIPALS**

Introductory Protocol

To have a smooth progress of our note-taking and with your permission I will use an audio-tape recorder, in order to ensure an efficient transcription of data, which will be disposed afterwards. Basically, this document states that (1) all information will be treated with utmost confidentiality (2) your participation is voluntary and you may stop at any time you if you feel uncomfortable and (3) I do not intend to inflict any harm. Thank you for your agreeing to participate.

The interview will approximately last an hour. During this time, I have several questions that would like to cover. If time begins to run short, it may be necessary to disrupt you in order to push ahead and complete this line of questioning.

Introduction

You have been selected to speak with me today, because you are one of the teachers of the Outstanding Elementary School Principal awardee, who had been under his/ her leadership for at least three years.

Interviewee Background

Please comment on the questions to be asked.

How long have you been...

_____ in your present position?

_____ at this school/ institution? (under the leadership of your outstanding

elementary school principal awardee)

Interesting background information on interviewee:

What is your highest educational attainment? _____

Adapted to an unpublished dissertation entitled, *“Administrators Transformational Leadership Behavior and Managerial Competence on the School Performance”* (Reyes, 2014) and unpublished thesis entitled *Transformational Leadership of Selected Filipino Leaders* (Codilla, 1998)

Interview Guide:

A. Idealized Influence

1. What are some of the things that your principal do so that you will believe that he/she is leading by example? Do you think by doing that, he/she is influencing you and the other teachers?
2. Does your principal perform tasks beyond expectations? In what specific situation/condition?
3. . Does your principal encourage you and the other teachers to express your ideas and opinions? In what ways?
4. In accomplishing your school’s goals / objectives, does your principal involve you and the other teachers? Do you think all of you are stimulated and motivated? How did you know?
5. Does your principal remain calm during crucial situation in your school? Can you cite any particular situation wherein you can prove it?

B. Inspirational Motivation

1. Are you and the other teachers motivated while doing your tasks in your school? What are your reasons?
2. Is it important to encourage you and the other teachers to become active on all the activities, events and programs in your school? What does your principal do to encourage all of you?
3. Do you think if your principal talk enthusiastically to you and the other teachers will lead to the accomplishment of your work? Why?

4. What are the things that your principal will do to encourage teamwork/ team spirit among you and the other teachers so that you will accomplish your work together?
5. Does your principal give continuous encouragement to you and the other teachers to improve your teaching performance? What was the result?

C. Intellectual Stimulation

1. What does your principal suggest to you and to other teachers so that your Mean Percentage Score (MPS) in terms of Language Assessment for Primary Grades (LAPG) and National Achievement Test VI (NAT VI) will increase?
2. Does your principal help you and the other teachers to view difficulties as challenges for creative thinking? In what particular situation?
3. In solving problems, does your principal try using reasoning and evidence rather than unsupported opinion? Why did he/she prefer that?
4. Does your principal create an environment that is conducive to the creation of sharing of knowledge among you and the other teachers? What do you think is the importance of doing that?
5. Does your principal gather all ideas/insights from you and the other teachers when making decision and allow all of you to decide after exploring all possible solutions? What are his/ her reasons on doing that?

D. Individualized Consideration

1. Does your principal treat you and the other teachers with fairness? Can you give specific situation where in he/she does that?
2. What if you or the other teachers win in a competition, how does your principal express his/ her appreciation on the achievements and accomplishments?
3. What does your principal do to you and to other teachers who have been neglected in work? What does he/she do to address you and the other teachers?
4. What kind of support does your principal give to you and to other teachers that will help you to grow professionally?
5. Do you think individualized career counseling and mentoring is important to your principal? Why?

APPENDIX E

LETTER TO THE SCHOOLS DIVISION SUPERINTENDENT

Philippine Normal University
National Center for Teacher Education
COLLEGE OF GRADUATE STUDIES AND TEACHER EDUCATION RESEARCH
Taft Avenue, Manila

September 16, 2016

DR. ROMEO M. ALIP, CESO V
 Schools Division Superintendent
 Division of Bulacan
 City of Malolos, Bulacan

Dear Sir:

Greetings!

I am a graduate student taking up Master of Arts in Education with specialization in Educational Management at the Philippine Normal University. Currently, I am conducting a study entitled, “ ***On Becoming and Being a Transformational Leader: The Case of Selected Elementary School Principals***” which aims to determine who among the selected elementary school principals are in the state of becoming or being a transformational leader.

In view of this, may I request your kind office to allow/permit me to conduct my study in your schools’ division. The respondents will be five elementary school principals who are Bulacan Outstanding Administrators, Teachers and Supervisors (BOATS) awardees for the year 2016, and five teachers who have been under their leadership for at least three years.

Your full support and cooperation to this academic exercise will greatly help me to achieve the objectives of my thesis and the division’s incessant effort to develop school principals to become effective leaders. Rest assured that the facts and information that will be gathered will be treated with utmost confidentiality and will be used solely for this study.

Thank you and I am looking forward for your favorable response.

Respectfully yours,

FEI SM. REYES
 Researcher

Noted by:

CARIDAD N. BARRAMEDA, Ed. D
 Thesis Adviser

APPENDIX F

PERMISSION LETTER TO THE DISTRICT SUPERVISOR

Philippine Normal University
National Center for Teacher Education
COLLEGE OF GRADUATE STUDIES AND TEACHER EDUCATION
RESEARCH
Taft Avenue, Manila

November 4, 2016

Dear Sir/ Madam,

Greetings!

I am a graduate student taking up Master of Arts in Education with specialization in Educational Management at the Philippine Normal University. Currently I am conducting a study entitled, “***On Becoming and Being a Transformational Leader: The Case of Selected Elementary School Principals***” which aims to determine who among the selected elementary school principals are in the state of becoming or being a transformational leader.

In view of this, may I request your permission to conduct an interview to your Elementary School Principal who was awarded as 2016 Search for Bulacan Outstanding Administrators Teachers and Supervisors (BOATS).

Your full support and cooperation to this academic exercise will greatly help me to achieve the objectives of my thesis. Rest assured that the facts and information that will be gathered will be treated with utmost confidentiality and will be used solely for this study.

Thank you and I am looking forward to your favorable response.

Respectfully yours,

FEI SM. REYES
Researcher

Noted by:

CARIDAD N. BARRAMEDA, Ed. D
Thesis Adviser

APPENDIX G

CONSENT LETTER TO THE PRINCIPAL RESPONDENTS

National Center for Teacher Education
COLLEGE OF GRADUATE STUDIES AND TEACHER EDUCATION
RESEARCH
Taft Avenue, Manila

November 4, 2016

Dear Sir/Madam,

Greetings!

I am a graduate student taking up Master of Arts in Education with specialization in Educational Management at the Philippine Normal University. Currently I am conducting a study entitled, “*On Becoming and Being a Transformational Leader: The Case of Selected Elementary School Principals*” which aims to determine who among the selected elementary school principals are in the state of becoming or being a transformational leader.

In view of this, may I request you to be one of the respondents of this study being one of the Elementary School Principal awardees of 2016 Search for Bulacan Outstanding Administrators Teachers and Supervisors (BOATS).

The length of the interview is approximately an hour in length, which will take place in a mutually agreed upon location. During the activity, you may stop at any time if you feel uncomfortable and you may decline to answer any of the questions if you wish so. With your permission, I will use an audiotape recorder, in order to ensure an efficient transcription of data. After the interview has been completed, I will send you a copy of the transcript to give you an opportunity to legitimize the veracity of data in our conversation.

The data will be used exclusively and as intended for this study. The findings and results of the study will not affect your current rank or position, and will not inflict any harm to you. Rest assured that the facts and information that will be gathered will be treated with utmost confidentiality.

Thank you and I am looking forward to your favorable response.

Respectfully yours,

FEI SM. REYES
 Researcher

Noted by:

CARIDAD N. BARRAMEDA, Ed. D
 Thesis Adviser

APPENDIX H

CONSENT LETTER TO THE TEACHER RESPONDENTS

Philippine Normal University
National Center for Teacher Education
COLLEGE OF GRADUATE STUDIES AND TEACHER EDUCATION
RESEARCH
Taft Avenue, Manila

November 4, 2016

Dear Sir/Madam:

Greetings!

I am a graduate student taking Master of Arts in Education with specialization in Educational Management at the Philippine Normal University. Currently I am conducting a study entitled, “*On Becoming and Being a Transformational Leader: The Case of Selected Elementary School Principals*”, which aims to determine who among the selected elementary school principals are in the state of becoming or being a transformational leader.

In view of this, may I request you to be one of the respondents of this study being one of the teachers under the leadership of the Outstanding elementary school principal awardee.

Participation in this study is voluntary. The length of the interview is approximately an hour in length, which will take place in a mutually agreed upon location. During the activity, you may stop at any time if you feel uncomfortable and you may decline to answer any of the questions if you wish so. With your permission, I will use an audio-tape recorder, in order to ensure an efficient transcription of data. After the interview has been completed, I will send you a copy of the transcript to give you an opportunity to legitimize the veracity of the data in our conversation. Your name will not appear in any thesis or report resulting from the study, however with your permission anonymous quotations will be used. Further, you may decide to withdraw from this study at anytime without any negative consequences by advising the researcher.

The data will be used exclusively and as intended for this study. The findings and results of the study will not affect your current rank or position, and will not inflict any harm to you. Rest assured that the facts and information that will be gathered will be treated with utmost confidentiality.

If you have any questions regarding this study in reaching a decision about participation, please contact me at 09264285351 or email me at reyes_fei@yahoo.com.

Thank you and I am looking forward to your favorable response.

Respectfully yours,

FEI SM. REYES
 Researcher

Noted by:

CARIDAD N. BARRAMEDA, Ed. D
 Thesis Adviser

APPENDIX I

LETTER TO VALIDATORS

Philippine Normal University
National Center for Teacher Education
COLLEGE OF GRADUATE STUDIES AND TEACHER EDUCATION RESEARCH
Taft Avenue, Manila

October 12, 2016

Dear Sir/ Madam:

Greetings!

I am a graduate student taking up Master of Arts in Education with specialization in Educational Management at the Philippine Normal University. Currently, I am conducting a study entitled, “ *On Becoming and Being a Transformational Leader: The Case of Selected Elementary School Principals*” which aims to determine who among the selected elementary school principals are in the state of becoming or being a transformational leader.

As an expert in the field of educational management, may I request you to validate the adapted and modified interview guide as instrument to be used to gather the necessary data which are very important in achieving the objectives of this study. Attached herewith is the interview guide for validation as well as the statement of the problem.

Thank you and I am looking forward to your favorable response.

Respectfully yours,

FEI SM. REYES
 Researcher

Noted by:

CARIDAD N. BARRAMEDA, Ed. D
 Thesis Adviser

APPENDIX J

LANGUAGE CERTIFICATION

15 March 2019

Philippine Normal University
College of Teacher Development
Faculty of Arts and Languages

15 March 2019

CERTIFICATION

This is to certify that I have edited in its entirety the thesis of MS. FEI SM. REYES entitled *On Becoming and Being a Transformational Leader: The Case of Selected Elementary School Principals*.

Truly Yours,



Prof. Ma. Concepcion Y. Raymundo

Language Editor

APPENDIX K

AUTHENTICITY CERTIFICATION



Philippine Normal University
The National Center for Teacher Education
PUBLICATION OFFICE
 Taft Avenue, Manila 1000, Philippines



AUTHENTICITY RESULT

Date of Release: May 23, 2018
 Result Code: 2018-0422
 Submission ID: 966604043
 Title of Output: On Becoming and Being a Transformational
 Leader: The Case of Selected Elementary
 School Principals
 Author (s): Fei Reyes

Authenticity Report:

Similarity Report: 18%

• Interpretation: A similarity of 18% means that 18% of the entire paper is similar to sources in Turnitin's (authenticity software) online repository. The colored bibliographical references denote the sources of similarity to previously published work which maybe from internet sources (17%) publications (5%), and student papers (10%) for the remaining similarity percentage.

• Highlighted text in the Manuscript:

- Red marks and highlights are set of texts directly or exactly copied from online sources.
- Other color marks and highlights are set of text exactly copied from other sources (student papers and publications).

Marie Paz E. Morales, Ph.D.
 Director

CURRICULUM VITAE



Personal Data

Name : Fei SM. Reyes
 Date of Birth : June 27, 1989
 Place of Birth : Baliuag, Bulacan
 Address : 628 Caingin, San Rafael, Bulacan
 Civil Status : Married
 Email Address : fei.reyes@deped.gov.ph

Educational Attainment:

Graduate School : Philippine Normal University
 Taft Avenue, Manila
 MA in Education with Specialization
 in Educational Management
 April 2019

Tertiary School : Bulacan Agricultural State College
 Pinaod, San Ildefonso, Bulacan
 Bachelor of Elementary Education (BEEd)
 Cum Laude
 April 2010

Secondary : San Rafael National Trade School
 Caingin, San Rafael, Bulacan
 Third Honorable Mention
 April 2006

Elementary : Caingin Elementary School
 Caingin, San Rafael, Bulacan
 First Honorable Mention
 April 2002

Employment Record:

June 2010- March 2011:	Caingin Ecumenical School Caingin, San Rafael, Bulacan
July 2011- May, 2017 :	Sto. Cristo Elementary School Sitio-Gitna, Sto. Cristo, City of San Jose Del Monte, Bulacan
June, 2017- May, 2018:	San Ildefonso Elementary School Poblacion, San Ildefonso, Bulacan
June, 2018- Present :	Caingin Elementary School Caingin, San Rafael, Bulacan
Eligibility :	RA 1080 (Professional Teacher) PD 907- Civil Service- Honor Graduate (Professional)

Scholarship and Coordinatorship:

- Bulacan Agricultural State College Academic Scholar 2006-2010
- Cuerdas Music Arts and Center- Violin Short Course
- Member, Voces Angelorum – Sto. Cristo Parish- Caingin, San Rafael, Bulacan
- Filipino Coordinator- S.Y. 2012-2015; 2017-2018
- Grade Chairman- S.Y. 2012-2017
- School Paper Adviser- S.Y. 2013-2018
- School Based Management (SBM) Coordinator- S.Y. 2014-2017
- School Improvement Plan (SIP) Coordinator- S.Y. 2016-2017
- Gender and Development (GAD) Coordinator- S.Y. 2017-2018
- Nutrition and Clinic Coordinator (2018-present)