

Communication Strategies and Transformational Leadership Practices of School Heads in Pasig City: Basis for A Leadership Framework

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ABSTRACT: This study examined the demographic profile of school heads, their communication practices, and their levels of transformational leadership, as well as the relationships and differences among these variables. Specifically, it identified the respondents' age, sex, educational attainment, and years of administrative experience. It also assessed communication practices in terms of clarity of vision communication, active listening, feedback mechanisms, use of digital communication platforms, and crisis communication. Furthermore, the study evaluated transformational leadership through the dimensions of idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Descriptive and correlational research designs were employed in the study. The findings revealed that most school heads were middle-aged, predominantly female, held master's degrees, and had limited administrative experience. Both communication practices and transformational leadership were generally interpreted as "sometimes" practiced. Statistical analysis showed that demographic variables such as age, sex, educational attainment, and years of administrative experience did not significantly affect communication practices or transformational leadership. However, communication variables demonstrated very strong and significant positive relationships with all dimensions of transformational leadership. Based on the results, a Leadership Enhancement Framework was proposed, emphasizing communication-centered leadership supported by professional development, mentoring, digital training, feedback systems, and crisis communication protocols. The framework highlighted that transformational leadership is strengthened not by demographic characteristics but by effective communication practices and continuous professional growth. The study concluded that communication plays a vital role in enhancing transformational leadership among school heads and recommended strengthening communication competencies through structured leadership training and institutional support systems.

KEYWORDS: active listening, communication practices, school heads, transformational leadership, vision communication

I. INTRODUCTION

Leadership in education plays a crucial role in shaping school effectiveness, teacher motivation, and school climate. Contemporary studies suggest that school heads' leadership practices significantly influence organizational outcomes, teacher performance, and institutional improvement (Bellibaş et al., 2021; Gao, Hamid & Mansor, 2024). In an era of rapid change including technological growth, post-pandemic recovery, and increasing demands for educational quality the role of transformational leadership and communication strategies has become even more critical in guiding schools toward excellence. Educational leadership has evolved from simple administrative oversight into a more innovative and transformational approach. Transformational leadership, introduced by James MacGregor Burns and further expanded by Bernard M. Bass, emphasizes inspiring followers, fostering innovation, and promoting organizational change. In the school context, transformational leaders motivate teachers, cultivate professional growth, and create a shared vision that improves student outcomes.

Globally and locally, numerous studies have examined the leadership practices of school administrators and their effects on teacher performance and school outcomes. For example, transformational leadership practices have been shown to significantly contribute to teacher motivation and instructional quality (Esogon & Gumban, 2024). In the Philippine context, transformational leadership is associated with positive teacher perceptions and organizational growth, leading to improved school performance (Esogon & Gumban, 2024).

Despite these advances, there remains a need to closely examine how communication strategies interrelate with transformational leadership practices among school heads particularly in the Division of Pasig City. Demographic characteristics such as age, sex, educational attainment, and years of work experience may also influence both communication strategies and leadership

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effectiveness. Previous local studies, such as investigations of leadership styles and teaching accomplishment, indicate that leadership behaviors significantly relate to teacher performance outcomes (Olasiman & Torreon, 2024).

While transformational leadership emphasizes a leader's ability to inspire and empower followers, communication, as both a skill and a strategy, is essential for transformational leaders to foster collaborative work environments, promote shared vision, and sustain school culture. Research highlights that leaders who practice open two-way communication, active listening, and participative decision-making are more likely to exhibit transformational behaviors that enhance teacher commitment and school performance. Moreover, communication variations may be influenced by demographic factors, yet locally focused studies remain limited.

Research Question

This study aimed to examine the communication strategies and transformational leadership practices of school heads in Pasig City as a basis for developing a Leadership Enhancement Framework.

Specifically, it sought to answer the following questions:

1. What is the demographic profile of the respondents in terms of:
 - 1.1 age;
 - 1.2 sex;
 - 1.3 educational attainment; and
 - 1.4 years of administrative experience?
2. What is the extent of communication strategies commonly used by school heads in terms of:
 - 2.1 Clarity of vision communication;
 - 2.2 Active listening practices;
 - 2.3 Feedback mechanisms;
 - 2.4 Use of digital communication platforms; and
 - 2.5 Crisis communication approaches?
3. What is the level of transformational leadership of school heads in terms of:
 - 3.1 Idealized influence;
 - 3.2 Inspirational motivation;
 - 3.3 Intellectual stimulation; and
 - 3.4 Individualized consideration?
4. Is there a significant difference on the communication strategies are commonly used by school heads when grouped according to profile?
5. Is there a significant difference on the level of transformational leadership of school heads when grouped according to profile?
6. Is there a significant relationship between communication strategies and transformational leadership?
7. Based on the finding of the study, what leadership enhancement framework may be proposed?

II. SCOPE AND LIMITATION OF THE STUDY

This study focused on the communication strategies employed by school heads in the Schools Division of Pasig City and their relationship to transformational leadership practices. The research included public elementary and secondary school heads performing administrative functions within the division. It examined their demographic profile, the extent to which they utilize various communication strategies, and their level of transformational leadership practices.

The scope of the study was limited to public elementary and secondary school heads in the Schools Division of Pasig City. It specifically investigated the relationship between communication strategies and transformational leadership practices and did not include the examination of other leadership styles such as transactional or laissez-faire leadership.

Furthermore, the study adopted a quantitative research design, utilizing survey questionnaires as the primary data-gathering instrument. The findings therefore provide a quantitative overview of the current state of communication strategies and transformational leadership practices within the specified geographic area.

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FRAMEWORK

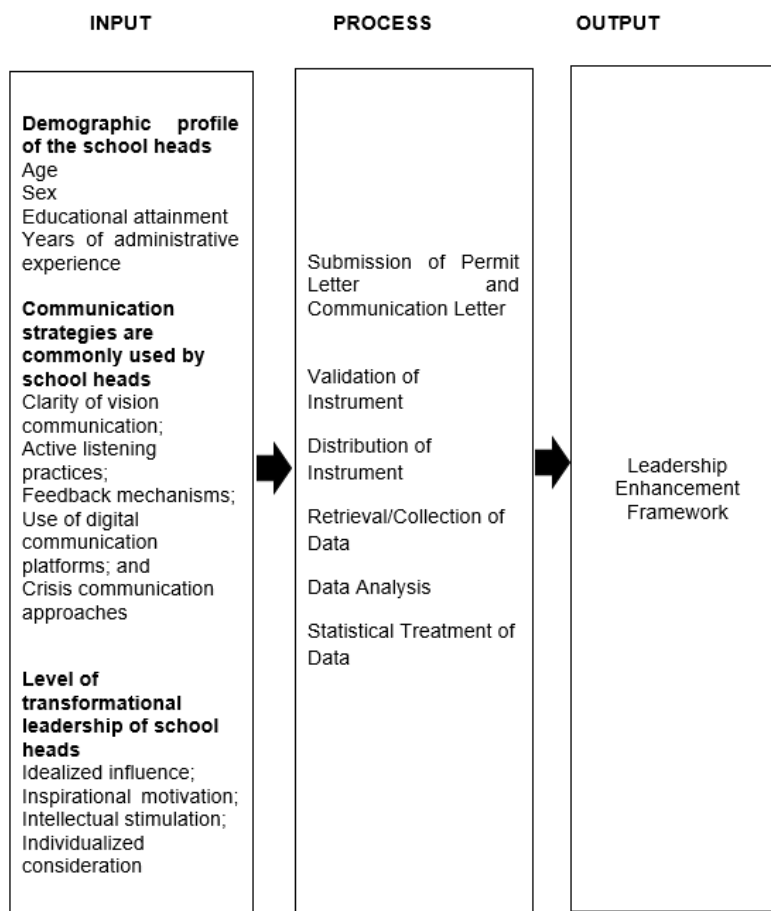


Figure 1. Research Paradigm

This study is anchored on the premise that the effectiveness of school leadership is influenced by a combination of personal characteristics and professional practices, particularly in the area of communication. The conceptual framework illustrates how the demographic profile of school heads, including age, sex, educational attainment, and years of administrative experience, may shape the way they perform their leadership roles within the school setting.

Demographic factors are considered essential because they may affect perspectives, decision-making styles, and the ability of school heads to adapt to various leadership demands. For instance, educational attainment and years of administrative experience may contribute to a deeper understanding of leadership practices, while age and sex may influence interpersonal approaches and communication styles.

These demographic characteristics are linked to the communication strategies commonly used by school heads, which serve as a mediating variable in the study. Effective communication is a critical component of successful leadership, as it facilitates the clear transmission of goals, expectations, and organizational vision. In this study, communication strategies include clarity of vision communication, active listening practices, feedback mechanisms, the use of digital communication platforms, and crisis communication approaches. These strategies enable school heads to foster collaboration, build trust, and maintain transparency within the school community.

Furthermore, the study examines how these communication strategies influence the level of transformational leadership of school heads. Transformational leadership is characterized by the ability to inspire and motivate followers, promote innovation, and address the individual needs of stakeholders. It is measured through four key dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. School heads who effectively utilize communication strategies are expected to demonstrate higher levels of transformational leadership, thereby enhancing school performance and organizational climate.

The framework also incorporates the research process, which includes securing necessary permits, validating the research instrument, distributing and retrieving questionnaires, and conducting data analysis using appropriate statistical treatments. These steps ensure the reliability and validity of the findings.

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Ultimately, the outcome of the study is the development of a Leadership Enhancement Framework, which will serve as a guide for improving the communication practices and leadership competencies of school heads. This framework is expected to contribute to the strengthening of educational leadership and the overall effectiveness of school management.

Research Design

This study is descriptive-correlational study which examines the relationship between communication strategies and transformational leadership among school heads in Pasig City. Specifically, it describes the communication strategies employed by school heads and determines if a significant correlation exists between these strategies and their transformational leadership. The findings aim to provide insights on how effective communication can enhance leadership in educational institutions.

This study employed a survey method data collection to investigate the communication strategies used by school heads in Division of Pasig City and their relationship with transformational leadership. A structured questionnaire was administered to school heads data on the communication strategies employed and their perceived impact on leadership transformation. The survey results aimed to identify prevalent strategies and provide insights on how communication can be optimized to enhance transformational leadership in schools

This study is quantitative research approach because it measures variables, quantifies communication strategies and transformational leadership through numbers/scores and tests relationships, checks correlation and prediction between CS and TL using statistics.

The data analysis for the study "Communication strategies as tools for transformational leadership: A study on school heads in Pasig City" will include descriptive statistics to profile the communication strategies and transformational leadership levels, Pearson r correlation to examine the relationship between these variables, and multiple regression analysis to predict transformational leadership based on communication strategies dimensions.

The descriptive statistics used the mean and standard deviation of communication strategies (CS) scores will be computed to describe the level of CS among school heads. Frequency and percentage of transformational leadership (TL) levels will be determined to profile the TL of school heads.

Descriptive statistics (mean, SD, frequency, percentage) summarize and describe the data. mean & SD is describing the average communication strategies score and its variability among school heads while the frequency & percentage is show how many school heads fall into different transformational leadership categories

Correlation analysis through Pearson r correlation coefficient will be used to determine the strength and direction of the relationship between communication strategies (CS) and transformational leadership (TL) among school heads

Pearson r correlation is used to check relationship: Determines if CS and TL are related, strength & direction: Shows how strong (0-1) and in what direction (+/-) the relationship is and assumes linear: CS and TL have a linear relationship.

The Regression analysis multiple regression will be used to predict transformational leadership (TL) based on various communication strategies (CS) dimensions like verbal, non-verbal, and written communication.

Regression analysis is used to predict TL see how CS dimensions (verbal, non-verbal, written) influence transformational leadership and identify impact. Determine which CS dimension has the strongest impact on TL. Meaning the regression analysis predicts transformational leadership (TL) by seeing how much influence communication strategies (CS) have on it like checking which CS dimension (verbal, non-verbal, etc.) impacts TL the most.

Research Instrument

The primary instrument used in this study is a structured survey questionnaire designed to gather data on the communication strategies of school heads and their transformational leadership practices in the Schools Division of Pasig City. The questionnaire is composed of three parts. The first part gathers the demographic profile of the respondents, including age, sex, position (Principal or Head Teacher), highest educational attainment, and years of service in school leadership.

This section is intended to describe the background characteristics of the participants. The second part focuses on the communication strategies of school heads, which is divided into three dimensions: verbal communication, non-verbal communication, and written communication. The items in this section assess how school heads utilize communication in instruction, coordination, decision-making, and leadership processes within the school organization. The third part measures transformational leadership practices and is anchored on four dimensions, namely idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Respondents rate their answers using a four-point Likert scale ranging from Strongly Agree to Strongly Disagree. The instrument was adapted and modified from established questionnaires related to communication strategies and transformational leadership and was contextualized to fit the educational setting of public schools in Pasig City.

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Data Gathering

The data for this study were collected using structured survey questionnaires designed to measure both communication strategies and transformational leadership practices of school leaders. Prior to the distribution of questionnaires, the researcher secured approval from the Schools Division of Pasig City and permission from the principals of the 38 participating schools.

Questionnaires were administered to all 380 respondents, including one principal and nine head teachers per school, through either personal distribution or digital platforms, depending on accessibility and preference. Each participant was provided with clear instructions on how to complete the questionnaire and was given sufficient time to respond. The researcher coordinated with school coordinators to ensure smooth administration and collection of the surveys. Once collected, the responses were checked for completeness, coded, and organized for statistical analysis.

Statistical Treatment

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III. RESULTS

This chapter presents the presentation, analysis, and interpretation of data. The findings were organized and presented in tabular form in accordance with the sequence of the Statement of the Problem. Data were analyzed and interpreted through a systematic discussion of each table, including the presentation of the table title, identification and explanation of significant results, and formulation of generalizations. The interpretation of findings was supported by relevant concepts, theories, and empirical evidence drawn from related literature and studies to ensure meaningful and grounded analysis.

1. What is the demographic profile of the school heads in terms of:

1.1 Age

Age	Frequency	Percentage
20 – 29 years old	0	0.0
30 – 39 years old	101	26.6
40 – 49 years old	159	41.8
50 years old and above	120	31.6
Total	380	100

The age distribution of school heads indicates that most administrators are in their middle adulthood stage (40–49 years old), comprising the largest group at 41.8%. This is followed by those aged 50 years and above (31.6%), showing a significant proportion of school leaders are in their later career stage. Meanwhile, 26.6% belong to the 30–39 age group, representing a smaller but notable presence of younger administrators. Notably, there are no school heads in the 20–29 age range, suggesting that leadership positions are generally not attained early in professional careers and require substantial experience and preparation.

1.3 Educational attainment

Educational Attainment	Frequency	Percentage
Bachelor's Degree	54	14.2
Master's Degree	272	71.6
Doctorate Degree	54	14.2
Total	380	100

This distribution implies that school leadership positions are predominantly occupied by mid-career to senior professionals, reflecting the importance of experience in educational administration. The dominance of the 40–49 age group suggests that individuals typically reach leadership roles after accumulating sufficient teaching and managerial experience. The presence of a considerable proportion of leaders aged 50 and above indicates career longevity and retention in leadership roles, while the absence of younger leaders highlights a high entry barrier to school head positions, often requiring years of professional development. Recent studies emphasize that school principals are commonly drawn from experienced educators and that leadership effectiveness is closely associated with accumulated professional experience, maturity, and long-term exposure to school management responsibilities (OECD, 2023; UNESCO, 2024).

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This age distribution has several implications for school leadership and policy. The limited representation of younger school heads suggests a potential future gap in leadership when older administrators retire. This highlights the need to strengthen mentorship and leadership training programs to prepare younger teachers for administrative roles. The dominance of mid-to-late career leaders reinforces a system where experience is prioritized over early leadership entry, which may ensure stability but could slow innovation. Additionally, a large proportion of leaders nearing retirement age may lead to future shortages if recruitment and training pipelines are not expanded. Contemporary educational leadership reports also emphasize the importance of structured leadership development and succession planning to ensure continuity and sustainability in school leadership (OECD, 2023; UNESCO, 2024).

1.2 Sex

Sex	Frequency	Percentage
Male	141	37.1
Female	239	62.9
Total	380	100

In terms of sex, the data reveals a clear predominance of female school heads, who account for 62.9% of the total, compared to 37.1% male counterparts. This indicates that educational leadership in this context is largely female-dominated. The disparity suggests that women are more represented or possibly more engaged in administrative roles within the school system, reflecting broader trends in education where female educators increasingly occupy leadership positions, particularly in basic education settings.

This distribution implies that school leadership in the context studied is significantly shaped by female participation, which may be associated with the strong presence of women in the teaching workforce and their progression into administrative roles over time. It also suggests that gender representation in leadership is not balanced, with women holding a majority of leadership positions. Recent studies highlight that female educators often dominate the teaching profession and are increasingly represented in school leadership roles, especially in primary and secondary education systems (UNESCO, 2023; OECD, 2024).

This gender distribution has several implications for school leadership and policy. The predominance of female school heads may reflect successful efforts toward gender inclusivity in educational leadership. However, the underrepresentation of males suggests the need to examine whether gender balance in leadership pathways is influenced by structural, cultural, or professional factors. It also highlights the importance of ensuring equal opportunities for leadership advancement regardless of sex. Contemporary education leadership reports emphasize the need for equitable leadership development systems that support both men and women in accessing and advancing into school management positions (UNESCO, 2023; OECD, 2024).

Regarding educational attainment, most school heads hold a master's degree, comprising a significant 71.6% of the group. This suggests that advanced graduate education is a common qualification for school leadership positions. Meanwhile, those with bachelor's and doctorate degrees each represent 14.2%, indicating that while some school heads enter administration with only an undergraduate degree, a comparable proportion have pursued the highest level of academic qualification. Overall, the data highlights a strong emphasis on postgraduate education among school leaders.

This distribution implies that a master's degree is the dominant credential for school leadership, suggesting that advanced academic preparation is strongly valued in the selection and promotion of school heads. It also indicates that leadership roles are typically attained after further professional and academic development beyond the undergraduate level. The presence of doctorate degree holders, although smaller in proportion, reflects a subset of leaders who pursued deeper specialization and expertise in educational leadership and administration. Recent studies emphasize that postgraduate qualifications, particularly master's degrees, are commonly required or preferred for school leadership roles, as they enhance managerial competence, instructional leadership, and decision-making skills (OECD, 2023; UNESCO, 2024; Bush, 2020).

This educational attainment pattern has several implications for school leadership and policy. The dominance of master's degree holders suggests that professional advancement systems prioritize graduate-level preparation, reinforcing the importance of continuing education for career progression. However, the presence of school heads with only bachelor's degrees indicates variability in qualification pathways, which may reflect differences in hiring policies or historical appointment practices. The relatively lower proportion of doctorate holders may also suggest limited access or necessity for doctoral-level education in school administration roles. Contemporary education leadership literature also highlights that higher academic qualifications are associated with stronger instructional leadership capacity and improved school performance outcomes (Leithwood et al., 2020; UNESCO, 2024; OECD, 2023).

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1.4 Years of administrative experience

Years of Administrative Experience	Frequency	Percentage
1 – 5 years	212	55.8
6 – 10 years	100	26.3
11 – 15 years	68	17.9
16 years and above	0	0.0
Total	380	100

Most school heads have relatively limited administrative experience, with 55.8% serving between 1–5 years. This suggests a high number of newly appointed or early-career administrators. Those with 6–10 years of experience account for 26.3%, while 17.9% have 11–15 years of experience, indicating a gradual decline in frequency as years increase. Notably, no respondents reported having 16 years or more of administrative experience, which may imply recent expansion in leadership roles or turnover within positions.

This distribution implies that school leadership positions are currently characterized by a relatively young administrative tenure profile, where more than half of the school heads are still in the early stages of their leadership careers. The decreasing trend in higher years of experience suggests limited long-term incumbency in leadership roles, which may be due to retirement, reassignment, or recent restructuring and expansion of school leadership positions. It may also reflect ongoing leadership turnover, where administrators are frequently rotated or newly promoted into headship roles. Recent studies indicate that many education systems are experiencing increasing leadership turnover and a growing proportion of early-tenure principals, often linked to expanded hiring, retirement waves, and evolving leadership pipelines (OECD, 2023; UNESCO, 2024; Leithwood et al., 2020).

This experience distribution has several implications for school leadership and policy. The dominance of school heads with 1–5 years of experience suggests a strong need for sustained mentoring and induction programs to support novice administrators in developing effective leadership competencies. The absence of highly experienced (16+ years) school heads may indicate a potential gap in long-term leadership stability and institutional memory, which are important for sustaining school improvement initiatives. It also highlights the importance of strengthening succession planning and professional development pathways to ensure continuity and leadership stability. Contemporary educational leadership research emphasizes that effective school leadership development requires structured support systems, especially during the early years of principalship, to improve leadership effectiveness and reduce attrition (OECD, 2023; UNESCO, 2024; Leithwood et al., 2020).

2. What communication strategies are commonly used by school heads in terms of:

2.1 Clarity of vision communication;

Indicators	Mean	VI
I clearly articulate the school's vision and goals to all stakeholders.	2.93	S
I ensure that teachers and staff understand how their roles contribute to the school's vision.	2.80	S
I use consistent messaging to reinforce the school's objectives.	2.92	S
I communicate the school's vision through both formal and informal channels.	3.00	S
I regularly remind staff of the school's mission and strategic priorities.	3.31	A
I align school programs and initiatives with the communicated vision.	3.29	A
I make sure that new staff members understand the school's goals.	3.35	A
I communicate the vision in a motivating and inspiring manner.	3.29	A
I clarify expectations related to vision and goals whenever confusion arises.	2.91	S
I assess whether staff understand and internalize the school's vision.	2.83	S
General Assessment	3.06	Sometimes
Legend: 3.25 – 4.00 Always (A) 1.75 – 2.49 Often (O)		
2.50 – 3.24 Sometimes (S) 1.00 – 1.74 Never (N)		

Table 2.1 presents the clarity of vision communication among school heads. The overall mean is 3.06, with a verbal interpretation of “Sometimes,” indicating that vision communication practices are moderately implemented but not consistently observed across all indicators. The highest mean is 3.35 for the statement “I make sure that new staff members understand the school’s goals,” interpreted as “Always,” suggesting that orientation of new personnel regarding school goals is strongly prioritized. In contrast,

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the lowest mean is 2.80 for the statement “I ensure that teachers and staff understand how their roles contribute to the school’s vision,” interpreted as “Sometimes,” indicating that role-based alignment to the school vision is less consistently communicated. This distribution implies that while school heads are generally effective in introducing the school vision to new staff, there is less emphasis on ensuring continuous and role-specific understanding among existing personnel. It suggests that vision communication may be stronger during onboarding processes but weaker in sustained, day-to-day reinforcement. As a result, staff may understand the school’s goals at a general level but may not fully internalize how their individual responsibilities contribute to achieving the overall vision. This aligns with leadership studies emphasizing that vision communication must be continuous, shared, and embedded in daily school practices to be effective, rather than limited to initial orientation processes (Hallinger, 2011; Leithwood et al., 2020; UNESCO, 2024).

This finding has several implications for school leadership practice. The moderate overall mean indicates a need to strengthen continuous communication strategies beyond initial staff orientation. School heads may need to implement more structured mechanisms such as regular meetings, collaborative planning, and performance feedback systems to ensure that all personnel clearly understand their contribution to the school vision. The relatively lower score on role-vision alignment suggests a potential gap in distributed leadership practices, which are essential for fostering shared ownership of school goals. Contemporary educational leadership research highlights that effective vision communication is strongly associated with instructional leadership, teacher motivation, and school improvement outcomes, particularly when leaders actively reinforce shared goals across all organizational levels (Spillane, 2006; Hallinger, 2011; OECD, 2023; UNESCO, 2024).

2.2 Active listening practices;

Indicators	Mean	VI
I listen attentively to teachers' and staff's concerns and ideas.	2.91	S
I encourage open dialogue and give full attention when others speak.	2.82	S
I respond thoughtfully to feedback provided by teachers and staff.	2.91	S
I ask clarifying questions to fully understand staff input.	3.01	S
I avoid interrupting staff during conversations.	3.34	A
I acknowledge and validate staff opinions even if I disagree.	3.31	A
I provide time for staff to voice their ideas in meetings.	3.34	A
I adapt my responses based on staff feedback.	3.31	A
I summarize staff input to ensure accurate understanding.	2.94	S
I encourage a culture where all staff feel heard and respected.	2.83	S
General Assessment	3.07	Sometimes
Legend: 3.25 – 4.00 Always (A) 2.50 – 3.24 Sometimes (S) 1.75 – 2.49 Often (O) 1.00 – 1.74 Never (N)		

Table 2.2 presents the active listening practices of school heads. The general assessment obtained a mean of 3.07 with a verbal interpretation of “Sometimes,” indicating a moderate level of practice. Among the indicators, the highest mean score of 3.34 was obtained for the statements “I avoid interrupting staff during conversations” and “I provide time for staff to voice their ideas in meetings,” both interpreted as “Always,” suggesting that school heads demonstrate respect for speaker participation and allow opportunities for staff to express their ideas. On the other hand, the lowest mean of 2.82 was recorded for the indicator “I encourage open dialogue and give full attention when others speak,” interpreted as “Sometimes,” indicating that full attentiveness and consistent engagement during conversations are not always observed.

This finding implies that while school heads demonstrate basic respectful listening behaviors, there is still inconsistency in deeper aspects of active listening such as sustained attention and encouragement of open dialogue. It suggests that active listening is partially practiced in structured settings like meetings, but may be less consistently applied in everyday interactions. Strengthening these behaviors is important because active listening enhances trust, improves communication flow, and supports participatory leadership. Recent leadership studies emphasize that active listening is a foundational skill in transformational leadership that promotes stronger relationships, improved collaboration, and more inclusive decision-making in school environments (Leithwood et al., 2020; OECD, 2023; UNESCO, 2024).

This finding has important implications for leadership development and school management practice. It highlights the need for targeted training and capacity-building programs that strengthen deep listening skills among school heads, particularly in fostering open dialogue and sustained attentiveness. School leaders should be encouraged to practice reflective listening, empathetic communication, and structured feedback conversations to improve engagement with staff. Contemporary educational leadership literature underscores that effective listening behaviors contribute significantly to school climate improvement, teacher morale, and collaborative leadership effectiveness (OECD, 2023; UNESCO, 2024).

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2.3 Feedback mechanisms;

Indicators	Mean	VI
I provide timely and constructive feedback to teachers and staff.	2.93	S
I use feedback sessions to support professional growth.	2.83	S
I encourage two-way feedback between school leaders and staff.	2.93	S
I provide specific examples when giving feedback to clarify expectations.	3.01	S
I follow up on feedback to ensure implementation.	3.33	A
I invite staff to provide feedback on my leadership practices.	3.31	A
I create structured opportunities for staff to receive feedback.	3.34	A
I ensure that feedback is fair, respectful, and solution-oriented.	3.29	A
I monitor progress after giving feedback and offer additional guidance as needed.	2.87	S
I use feedback to recognize staff achievements and improvement areas.	2.79	S
General Assessment	3.06	S
Legend: 3.25 – 4.00 Always (A) 2.50 – 3.24 Sometimes (S) 1.75 – 2.49 Often (O) 1.00 – 1.74 Never (N)		

Table 2.3 presents the feedback mechanisms implemented by school heads. The general assessment mean is 3.06, with a verbal interpretation of “Sometimes,” indicating that feedback practices are moderately implemented but not consistently applied across all areas. The highest mean is 3.34 for the statement “I create structured opportunities for staff to receive feedback,” interpreted as “Always,” suggesting that school heads regularly provide formal opportunities for feedback exchange. In contrast, the lowest mean is 2.79 for the statement “I use feedback to recognize staff achievements and improvement areas,” interpreted as “Sometimes,” indicating that feedback is not consistently utilized for recognition and developmental purposes.

This distribution implies that while formal systems for gathering and providing feedback are present, the utilization of feedback for meaningful recognition and professional growth is less consistent. It suggests that feedback processes may be more procedural than developmental, focusing on compliance or structured evaluation rather than fostering continuous improvement and motivation. As a result, staff may receive feedback regularly but may not always experience it as a tool for acknowledgment of performance or as a driver for professional development. Recent educational leadership literature emphasizes that effective feedback systems should go beyond formal mechanisms and should actively support teacher growth, motivation, and instructional improvement through meaningful and timely feedback use (Hattie & Timperley, 2007; OECD, 2023; UNESCO, 2024).

This finding has several implications for school leadership practice. The moderate overall mean suggests a need to strengthen how feedback is processed and applied, not just how it is collected. School heads may need to ensure that feedback is consistently used to recognize achievements, guide improvement, and support professional learning. The relatively low score in feedback utilization highlights a gap in transformational and instructional leadership practices, where feedback should serve as a key tool for staff development and morale enhancement. Contemporary research in educational leadership underscores that effective feedback systems are strongly linked to teacher performance, job satisfaction, and school improvement when feedback is specific, constructive, and development-oriented (Hattie & Timperley, 2007; Leithwood et al., 2020; OECD, 2023; UNESCO, 2024).

2.4 Use of digital communication platforms; and

Indicators	Mean	VI
I utilize email, school portals, or messaging apps to communicate important information.	2.85	S
I leverage digital platforms to coordinate school activities and programs.	2.81	S
I encourage teachers and staff to use digital tools for collaboration.	2.86	S
I post announcements and reminders on accessible online platforms.	3.00	S
I use video conferencing tools for meetings when necessary.	3.30	A
I respond promptly to messages and inquiries sent through digital platforms.	3.27	A
I provide digital resources to support staff communication and engagement.	3.28	A
I encourage staff to share ideas and collaborate online.	3.24	S
I monitor digital communication effectiveness and adjust strategies as needed.	2.89	S
I ensure that digital communication complements face-to-face interactions.	2.79	S
General Assessment	3.03	Sometimes
Legend: 3.25 – 4.00 Always (A) 2.50 – 3.24 Sometimes (S) 1.75 – 2.49 Often (O) 1.00 – 1.74 Never (N)		

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Table 2.4 presents the use of digital communication platforms among school heads. The general assessment mean is 3.03, with a verbal interpretation of “Sometimes,” indicating that the use of digital tools in communication is moderately practiced but not consistently integrated into regular school management processes. The highest mean is 3.30 for the statement “I use video conferencing tools for meetings when necessary,” interpreted as “Always,” suggesting that school heads regularly adopt online meeting platforms when situations require it. In contrast, the lowest mean is 2.79 for the statement “I ensure that digital communication complements face-to-face interactions,” interpreted as “Sometimes,” indicating limited integration between digital and traditional communication methods.

This distribution implies that digital communication tools are primarily used in a functional or situational manner, particularly for meetings and urgent coordination, rather than as part of a fully integrated communication strategy. While school heads demonstrate adaptability through the use of video conferencing platforms, there appears to be less intentional effort to balance and blend digital communication with face-to-face interaction. This may result in fragmented communication practices where technology is used as a substitute rather than a complement to in-person engagement. Recent educational technology and leadership studies emphasize that effective digital leadership requires the purposeful integration of online and offline communication to enhance collaboration, efficiency, and relational trust within schools (UNESCO, 2023; OECD, 2024).

This finding has several implications for school leadership practice. The moderate overall mean suggests that schools are in a transitional stage of digital communication adoption. School heads may need to develop clearer strategies for integrating digital platforms into routine communication while maintaining strong interpersonal connections through face-to-face interactions. The relatively low score in integration indicates a need for capacity-building on digital leadership practices, ensuring that technology enhances rather than replaces meaningful communication. Contemporary research highlights that blended communication approaches improve organizational responsiveness, stakeholder engagement, and leadership effectiveness when digital tools are strategically aligned with school goals and interpersonal collaboration (OECD, 2024; UNESCO, 2023; Leithwood et al., 2020).

2.5 Crisis communication approaches?

Indicators	Mean	VI
I communicate promptly during emergencies or critical situations.	2.94	S
I maintain clarity, calmness, and transparency in crisis communication.	2.85	S
I provide guidance and support to staff during school crises.	2.90	S
I ensure that all staff are informed about crisis procedures.	3.02	S
I tailor communication to the urgency and severity of the situation.	3.34	A
I coordinate with relevant stakeholders during crises to share information.	3.32	A
I encourage staff to report issues immediately during emergencies.	3.30	A
I maintain open channels for questions and concerns during crises.	3.28	A
I evaluate the effectiveness of crisis communication after each incident.	2.94	S
I provide post-crisis feedback and lessons learned to improve future responses.	2.84	S
General Assessment	3.07	Sometimes
Legend: 3.25 – 4.00 Always (A) 2.50 – 3.24 Sometimes (S) 1.75 – 2.49 Often (O) 1.00 – 1.74 Never (N)		

Table 2.5 presents the crisis communication approaches of school heads. The general assessment mean is 3.07, with a verbal interpretation of “Sometimes,” indicating that crisis communication practices are moderately implemented but not consistently applied across all dimensions. The highest mean is 3.34 for the statement “I tailor communication to the urgency and severity of the situation,” interpreted as “Always,” suggesting that school heads are responsive and adaptive in adjusting messages based on the nature of a crisis. In contrast, the lowest mean is 2.84 for the statement “I provide post-crisis feedback and lessons learned to improve future responses,” interpreted as “Sometimes,” indicating limited practice in conducting post-crisis evaluation and reflection.

This distribution implies that school heads are generally effective in managing immediate communication needs during crises, particularly in ensuring that messages are appropriate to the urgency and seriousness of the situation. However, there appears to be less emphasis on post-crisis communication practices such as evaluation, reflection, and institutional learning. This suggests that crisis communication is often treated as a short-term response mechanism rather than a continuous improvement cycle that strengthens future preparedness. Recent educational leadership and crisis management literature emphasize that effective crisis communication should include not only timely and adaptive messaging during emergencies but also structured post-crisis reflection to improve resilience and organizational learning (UNESCO, 2023; OECD, 2024).

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This finding has several implications for school leadership practice. The moderate overall mean indicates the need to strengthen crisis communication systems beyond immediate response strategies. School heads may benefit from institutionalizing post-crisis evaluation processes, such as debriefing sessions, documentation of lessons learned, and feedback mechanisms involving staff and stakeholders. The relatively low score in post-crisis reflection highlights a gap in continuous improvement practices, which are essential for building long-term organizational resilience. Contemporary research in crisis leadership underscores that schools that systematically evaluate and learn from crises are better prepared for future disruptions and demonstrate stronger adaptive capacity and leadership effectiveness (OECD, 2024; UNESCO, 2023).

3. What is the level of transformational leadership of school heads in terms of:

3.1 Idealized influence;

Indicators	Mean	VI
I act as a role model and earn the trust and respect of teachers and staff.	2.95	S
I demonstrate high ethical standards and integrity in all my decisions.	2.82	S
I make decisions that reflect fairness and consistency.	2.92	S
I lead by example in both professional and personal conduct.	3.01	S
I inspire confidence among staff through my actions.	3.36	A
I demonstrate commitment to the school's mission and values.	3.33	A
I handle challenges with composure, setting a standard for staff.	3.36	A
I build credibility by being accountable for my actions.	3.33	A
I demonstrate resilience in the face of school challenges.	2.96	S
I encourage ethical behavior among staff through my example.	2.84	S
General Assessment	3.09	Sometimes
Legend: 3.25 – 4.00 Always (A) 1.75 – 2.49 Often (O)		
2.50 – 3.24 Sometimes (S) 1.00 – 1.74 Never (N)		

Table 3.1 presents the idealized influence of school heads. The general assessment mean is 3.09, with a verbal interpretation of “Sometimes,” indicating that the manifestation of idealized influence is moderately observed but not consistently demonstrated across all indicators. The highest mean is 3.36 for the indicators “I inspire confidence among staff through my actions” and “I handle challenges with composure, setting a standard for staff,” both interpreted as “Always,” suggesting that school heads are perceived as role models in terms of composure and confidence during challenging situations. In contrast, the lowest mean is 2.82 for the indicator “I demonstrate high ethical standards and integrity in all my decisions,” interpreted as “Sometimes,” indicating inconsistency in perceived ethical leadership practices.

This distribution implies that while school heads are generally effective in demonstrating visible leadership behaviors such as confidence and emotional control, there may be concerns regarding the consistent application of ethical standards and integrity in decision-making. It suggests that idealized influence is more strongly associated with observable behavior during challenges rather than sustained ethical consistency in everyday leadership actions. Recent leadership literature emphasizes that idealized influence in transformational leadership is strongly rooted in ethical behavior, trust-building, and consistency between values and actions, which are critical for fostering credibility and staff commitment (Bass & Riggio, 2006; Leithwood et al., 2020; OECD, 2023).

This finding has several implications for school leadership practice. The moderate overall mean indicates a need to strengthen ethical leadership development among school heads, ensuring that integrity and moral decision-making are consistently demonstrated in all aspects of school governance. While composure and confidence are strengths, the lower score in ethical consistency suggests a gap that may affect trust and long-term staff engagement. Contemporary educational leadership research highlights that sustainable school improvement depends not only on leaders’ ability to inspire confidence but also on their consistent demonstration of ethical standards, transparency, and fairness in decision-making processes (Bass & Riggio, 2006; UNESCO, 2024; OECD, 2023).

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3.2 Inspirational motivation:

Indicators	Mean	VI
I articulate a clear and compelling vision that motivates staff.	2.96	S
I encourage staff to embrace challenges and strive for excellence.	2.84	S
I inspire enthusiasm and optimism among teachers and staff.	2.96	S
I celebrate successes and acknowledge collective achievements.	3.03	S
I communicate expectations that align with the school's goals.	3.35	A
I foster a sense of purpose and commitment among staff.	3.33	A
I encourage staff to pursue innovative practices.	3.35	A
I provide motivational messages during staff meetings.	3.33	A
I emphasize the long-term benefits of achieving school goals.	2.94	S
I recognize and reward staff contributions to the school vision.	2.84	S
General Assessment	3.09	S

Legend:

3.25 – 4.00 Always (A)	2.50 – 3.24 Sometimes (S)
1.75 – 2.49 Often (O)	1.00 – 1.74 Never (N)

Table 3.2 presents the inspirational motivation of school heads. The general assessment mean is 3.09, with a verbal interpretation of “Sometimes,” indicating that inspirational motivation is moderately demonstrated but not consistently practiced across all indicators. The highest mean is 3.35 for the indicators “I communicate expectations that align with the school’s goals” and “I encourage staff to pursue innovative practices,” both interpreted as “Always,” suggesting that school heads are effective in setting clear expectations and promoting innovation among staff. In contrast, the lowest mean is 2.84 for the indicators “I encourage staff to embrace challenges and strive for excellence” and “I recognize and reward staff contributions to the school vision,” interpreted as “Sometimes,” indicating limited consistency in motivating staff through challenge encouragement and recognition.

This distribution implies that school heads are generally strong in articulating expectations and encouraging innovation, which reflects an emphasis on direction-setting and improvement-oriented leadership. However, there appears to be a weaker emphasis on sustained motivational practices such as encouraging staff to take on challenges and consistently recognizing contributions. This suggests that inspirational motivation is more focused on communication of goals and innovation rather than on reinforcing effort, achievement, and perseverance among staff. Recent transformational leadership literature emphasizes that inspirational motivation is strengthened when leaders not only communicate vision and expectations but also actively reinforce effort through encouragement, recognition, and support for professional growth (Leithwood et al., 2020; OECD, 2023).

This finding has several implications for school leadership practice. The moderate overall mean indicates a need to enhance motivational strategies that go beyond goal setting and innovation promotion. School heads may need to strengthen recognition systems and provide more consistent encouragement for staff to engage in challenging tasks and pursue excellence. The relatively low scores in recognition and challenge motivation suggest a gap in sustaining teacher morale and commitment. Contemporary educational leadership research highlights that inspirational motivation is most effective when leaders combine clear vision communication with emotional support, recognition, and reinforcement of staff achievements, leading to higher engagement and improved organizational performance (UNESCO, 2024; OECD, 2023).

3.3 Intellectual stimulation: and

Indicators	Mean	VI
I encourage teachers and staff to think creatively and critically.	2.95	S
I challenge existing procedures and inspire innovative solutions.	2.84	S
I promote problem-solving and independent thinking.	2.95	S
I encourage staff to question assumptions and explore alternatives.	3.01	S
I provide opportunities for professional learning and development.	3.34	A
I support experimentation and new instructional strategies.	3.32	A
I foster collaboration to generate creative solutions to school challenges.	3.35	A
I recognize innovative ideas and integrate them into school programs.	2.94	S
I encourage reflection on teaching practices and outcomes.	2.84	S
I motivate staff to continuously improve their skills and knowledge.	2.96	S
General Assessment	3.05	Sometimes
Legend: 3.25 – 4.00 Always (A) 2.50 – 3.24 Sometimes (S) 1.75 – 2.49 Often (O) 1.00 – 1.74 Never (N)		

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Table 3.3 presents the intellectual stimulation of school heads. The general assessment mean is 3.05, with a verbal interpretation of “Sometimes,” indicating that intellectual stimulation is moderately demonstrated but not consistently practiced across all indicators. The highest mean is 3.35 for the indicator “I foster collaboration to generate creative solutions to school challenges,” interpreted as “Always,” suggesting that school heads actively promote teamwork and collaborative problem-solving. In contrast, the lowest mean is 2.84 for the indicators “I challenge existing procedures and inspire innovative solutions” and “I encourage reflection on teaching practices and outcomes,” both interpreted as “Sometimes,” indicating limited consistency in promoting critical thinking, reflection, and innovation in instructional practices.

This distribution implies that school heads are more inclined to promote collaboration as a means of addressing school challenges, rather than consistently encouraging deeper critical reflection or questioning of existing practices. While collaboration is strong, the relatively lower emphasis on challenging routines and encouraging reflective teaching suggests that innovation may be more incremental than transformative. This indicates that intellectual stimulation is present but may be more focused on teamwork rather than fostering critical inquiry and continuous instructional improvement. Recent transformational leadership studies emphasize that intellectual stimulation is strengthened when leaders encourage questioning of assumptions, support reflective practice, and promote innovative thinking in both teaching and administrative processes (Leithwood et al., 2020; OECD, 2023).

This finding has several implications for school leadership practice. The moderate overall mean suggests a need to further strengthen intellectual stimulation strategies beyond collaboration alone. School heads may benefit from encouraging structured reflective practices such as lesson study, peer observation, and data-driven instructional discussions to deepen critical thinking among staff. The relatively lower scores in challenging existing practices and encouraging reflection highlight a gap in fostering a culture of continuous improvement and innovation. Contemporary educational leadership literature stresses that schools achieve higher levels of effectiveness when leaders actively promote inquiry, reflection, and evidence-based innovation to improve teaching quality and student outcomes (Bass & Riggio, 2006; UNESCO, 2024; OECD, 2023).

3.4 Individualized consideration?

Indicators	Mean	VI
I attend to the individual needs of teachers and staff.	2.84	S
I support professional growth and provide guidance tailored to each staff member.	2.83	S
I recognize and respect differences in staff skills and abilities.	2.96	S
I provide mentorship or coaching to staff when needed.	2.95	S
I consider staff input when making decisions that affect them.	3.32	A
I provide resources or opportunities based on individual staff needs.	3.29	A
I acknowledge personal circumstances that may affect staff performance.	3.34	A
I encourage staff to set personal professional goals.	3.31	A
I follow up with staff to monitor progress in their development.	2.96	S
I foster a supportive environment where staff feel valued and understood.	2.69	S
General Assessment	3.05	Sometimes
Legend: 3.25 – 4.00 Always (A) 1.75 – 2.49 Often (O)		
2.50 – 3.24 Sometimes (S) 1.00 – 1.74 Never (N)		

Table 3.4 presents the individualized consideration of school heads. The general assessment mean is 3.05, with a verbal interpretation of “Sometimes,” indicating that individualized consideration is moderately demonstrated but not consistently practiced across all indicators. The highest mean is 3.34 for the indicator “I acknowledge personal circumstances that may affect staff performance,” interpreted as “Always,” suggesting that school heads are attentive and responsive to the personal situations of their staff. In contrast, the lowest mean is 2.69 for the indicator “I foster a supportive environment where staff feel valued and understood,” interpreted as “Sometimes,” indicating limited consistency in creating a fully supportive and affirming workplace climate.

This distribution implies that school heads demonstrate strength in recognizing individual staff circumstances, particularly in understanding personal factors that may influence performance. However, there appears to be a weaker emphasis on consistently cultivating an overall supportive and affirming organizational environment. This suggests that individualized consideration is practiced more at the level of situational awareness rather than through sustained emotional and professional support systems that make staff feel consistently valued and understood. Recent transformational leadership literature emphasizes that individualized consideration requires not only awareness of individual needs but also ongoing mentoring, emotional support, and active efforts to foster a nurturing work environment that enhances staff motivation and well-being (Bass & Riggio, 2006; Leithwood et al., 2020; UNESCO, 2024).

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This finding has several implications for school leadership practice. The moderate overall mean indicates a need to strengthen supportive leadership behaviors that go beyond recognizing personal circumstances. School heads may benefit from implementing more structured mentoring systems, regular one-on-one dialogues, and wellness-oriented leadership practices to enhance staff engagement and morale. The relatively low score in fostering a supportive environment highlights a gap in relational leadership practices, which are essential for building trust, commitment, and job satisfaction. Contemporary educational leadership research consistently shows that schools with strong individualized consideration tend to have higher teacher satisfaction, stronger organizational commitment, and improved performance outcomes when leaders actively cultivate a supportive and caring school culture (OECD, 2023; UNESCO, 2024).

4. Is there a significant difference on the communication strategies are commonly used by school heads when grouped according to profile?

Demographic Profile	Communication Strategies used by School Heads	t-value	df	P-value	Remarks	Decision
Age	Clarity of vision communication	0.395	379	0.674	Not Significant	Accept the Ho
	Active listening practices	0.550	379	0.577	Not Significant	Accept the Ho
	Feedback mechanisms	0.409	379	0.665	Not Significant	Accept the Ho
	Use of digital communication platforms	0.291	379	0.748	Not Significant	Accept the Ho
	Crisis communication approaches	0.536	379	0.585	Not Significant	Accept the Ho

The results indicate that age does not significantly influence the communication strategies employed by school heads. Across all dimensions—clarity of vision, active listening, feedback mechanisms, use of digital platforms, and crisis communication—the p-values are all greater than 0.05, leading to the acceptance of the null hypothesis. This suggests that regardless of whether school heads are younger or older, they tend to apply similar communication approaches in their leadership practices, reflecting a consistent professional standard across age groups. The results indicate that age does not significantly influence the communication strategies employed by school heads. Across all dimensions—clarity of vision, active listening, feedback mechanisms, use of digital platforms, and crisis communication—the p-values are all greater than 0.05, leading to the acceptance of the null hypothesis. This suggests that regardless of whether school heads are younger or older, they tend to apply similar communication approaches in their leadership practices, reflecting a consistent professional standard across age groups.

This finding implies that communication competence among school heads may be more strongly shaped by professional training, leadership development programs, and institutional expectations rather than by age-related factors. It suggests that both younger and older administrators have comparable levels of access to leadership preparation and are similarly equipped to perform communication-related functions in school management. Recent studies in educational leadership support this result, indicating that effective communication in school leadership is more closely associated with training, experience, and leadership competencies rather than demographic variables such as age (OECD, 2023; UNESCO, 2024; Leithwood et al., 2020).

This result has important implications for leadership development and policy. Since age does not significantly affect communication strategies, professional development programs can be designed without age-specific differentiation, focusing instead on enhancing universal communication competencies among school heads. It also suggests that mentorship and capacity-building initiatives may be equally effective across different age groups. Contemporary educational leadership literature emphasizes that strengthening communication skills through continuous professional development is essential for improving instructional leadership, stakeholder engagement, and overall school effectiveness, regardless of demographic characteristics (Leithwood et al., 2020; OECD, 2023; UNESCO, 2024).

Demographic Profile	Communication Strategies used by School Heads	t-value	df	P-value	Remarks	Decision
Sex	Clarity of vision communication	0.808	379	0.420	Not Significant	Accept the Ho
	Active listening practices	1.147	379	0.252	Not Significant	Accept the Ho
	Feedback mechanisms	1.192	379	0.234	Not Significant	Accept the Ho
	Use of digital communication platforms	0.917	379	0.360	Not Significant	Accept the Ho
	Crisis communication approaches	1.052	379	0.294	Not Significant	Accept the Ho

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Similarly, sex did not create a significant difference in the communication strategies used by school heads. Both male and female administrators demonstrate comparable levels of clarity, listening, feedback, digital communication, and crisis management practices, as evidenced by non-significant p-values across all indicators. This implies that communication competence in school leadership is not gender-dependent but rather shaped by shared professional expectations and training.

Similarly, sex does not create a significant difference in the communication strategies used by school heads. Both male and female administrators demonstrate comparable levels of clarity, listening, feedback, digital communication, and crisis management practices, as evidenced by non-significant p-values across all indicators. This implies that communication competence in school leadership is not gender-dependent but rather shaped by shared professional expectations and training.

This finding suggests that gender is not a determining factor in the execution of leadership communication practices among school heads. It implies that both male and female administrators are likely exposed to the same leadership preparation, professional standards, and organizational expectations, which result in comparable communication behaviors. Recent studies in educational leadership similarly report that effective school leadership competencies—particularly communication skills—are more strongly influenced by training, experience, and institutional support systems than by sex or gender (OECD, 2023; UNESCO, 2024; Leithwood et al., 2020).

This result has important implications for leadership development and policy formulation. Since no significant difference exists between male and female school heads, professional development programs on communication can be uniformly designed without gender-based differentiation. It also reinforces the importance of equitable access to leadership training opportunities, ensuring that both men and women continue to develop high-level communication competencies. Contemporary educational leadership literature highlights that strengthening universal leadership competencies, rather than focusing on demographic differences, is more effective in improving school leadership quality and organizational performance (Leithwood et al., 2020; OECD, 2023; UNESCO, 2024).

The findings further reveal that educational attainment does not significantly affect the communication strategies of school heads. Whether holding a bachelor's, master's, or doctorate degree, administrators exhibit similar communication behaviors across all measured domains. The consistent acceptance of the null hypothesis indicates that higher academic qualifications do not necessarily translate into differences in communication practices, suggesting that these skills may be more experience-based or standardized within the profession.

This result implies that communication competencies among school heads are likely developed through practical leadership experience, in-service training, and standardized professional development programs rather than formal academic degree attainment alone. It suggests that regardless of educational level, school leaders operate under similar institutional expectations and communication frameworks that shape how they interact with staff, manage feedback, and handle school-related concerns. Recent literature supports this finding, noting that leadership communication effectiveness is more strongly influenced by experiential learning, leadership exposure, and continuous professional development than by academic qualifications (OECD, 2023; UNESCO, 2024; Leithwood et al., 2020).

This finding has important implications for policy and leadership development programs. Since educational attainment does not significantly differentiate communication strategies, training programs should focus on strengthening practical communication skills through coaching, mentoring, simulations, and school-based leadership experiences rather than relying solely on formal academic advancement. It also highlights the importance of ongoing professional development for all school heads, regardless of degree level, to ensure consistent communication effectiveness. Contemporary educational leadership research emphasizes that high-performing school leaders are developed through sustained professional practice and experiential learning environments that reinforce communication, collaboration, and decision-making skills across all qualification levels (Leithwood et al., 2020; OECD, 2023; UNESCO, 2024).

Demographic Profile	Communication Strategies used by School Heads	t-value	df	P-value	Remarks	Decision
Years of Administrative Experience	Clarity of vision communication	0.241	379	0.786	Not Significant	Accept the Ho
	Active listening practices	0.223	379	0.800	Not Significant	Accept the Ho
	Feedback mechanisms	0.203	379	0.816	Not Significant	Accept the Ho
	Use of digital communication platforms	0.156	379	0.856	Not Significant	Accept the Ho
	Crisis communication approaches	0.197	379	0.822	Not Significant	Accept the Ho

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Years of administrative experience also show no significant influence on communication strategies. School heads with varying lengths of service from novice to more experienced demonstrate similar approaches in all communication aspects. The uniformly high p-values indicate that communication practices are stable across experience levels, possibly due to institutional norms, professional development programs, or standardized leadership frameworks.

This finding implies that communication strategies among school heads are relatively standardized and consistently practiced regardless of tenure in administrative roles. It suggests that both learner and highly experienced school leaders are guided by similar policies, training structures, and organizational expectations that shape how communication is conducted in schools. As a result, years of experience do not necessarily translate into distinct differences in communication effectiveness or approach, indicating that these competencies may be developed early in leadership roles and reinforced through continuous professional development. Recent educational leadership research supports this pattern, emphasizing that core leadership communication skills are often institutionalized through training programs and leadership standards rather than acquired solely through extended years of administrative experience (OECD, 2023; UNESCO, 2024; Leithwood et al., 2020).

This finding has important implications for leadership development and succession planning. Since experience does not significantly differentiate communication practices, induction and mentoring programs should ensure that even newly appointed school heads are equipped with the same communication competencies as their more experienced counterparts. It also highlights the effectiveness of standardized leadership frameworks in maintaining consistent communication practices across different experience levels. Contemporary studies in educational leadership suggest that structured professional learning systems and competency-based leadership standards contribute to uniformity in leadership practices, ensuring that effective communication is sustained across all stages of administrative experience (Leithwood et al., 2020; OECD, 2023; UNESCO, 2024).

5. Is there a significant difference on the level of transformational leadership of school heads when grouped according to profile?

Demographic Profile	Level of Transformational Leadership of School Heads	t-value	df	P-value	Remarks	Decision
Age	Idealized influence	0.486	379	0.616	Not Significant	Accept the Ho
	Inspirational motivation	0.521	379	0.594	Not Significant	Accept the Ho
	Intellectual stimulation	0.547	379	0.579	Not Significant	Accept the Ho
	Individualized consideration	0.427	379	0.653	Not Significant	Accept the Ho

Age did not significantly affect the level of transformational leadership among school heads. All components idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration—show non-significant results. This suggests that transformational leadership qualities are consistently demonstrated across different age groups, indicating that such leadership behaviors are not contingent on age but may instead be linked to professional role expectations or training.

This finding implies that transformational leadership is a professionally developed competency rather than an age-based characteristic. It suggests that school heads, regardless of age, are similarly equipped to demonstrate leadership behaviors such as motivating staff, fostering innovation, modeling ethical conduct, and providing individualized support. This consistency may be attributed to standardized leadership preparation, continuous professional development, and organizational leadership frameworks that guide school heads' practices. Recent literature supports this result, emphasizing that transformational leadership is shaped more by training, leadership preparation programs, and contextual experience than by demographic factors such as age (Day et al., 2021; Hallinger, 2020; Leithwood et al., 2020).

This finding has important implications for leadership development and policy. Since age does not significantly influence transformational leadership, development programs should focus on strengthening leadership competencies across all school heads rather than tailoring interventions based on age group. It also underscores the importance of sustained professional learning, mentoring, and reflective practice to further enhance transformational leadership capacity. Contemporary educational leadership research highlights that effective transformational leaders are developed through continuous learning environments and school-based leadership experiences that reinforce key competencies over time, rather than through age-related progression alone (Day et al., 2021; Leithwood et al., 2020; OECD, 2023; UNESCO, 2024).

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Demographic Profile	Level of Transformational Leadership of School Heads	t-value	df	P-value	Remarks	Decision
Sex	Idealized influence	1.080	379	0.281	Not Significant	Accept the Ho
	Inspirational motivation	0.993	379	0.321	Not Significant	Accept the Ho
	Intellectual stimulation	0.919	379	0.359	Not Significant	Accept the Ho
	Individualized consideration	1.105	379	0.270	Not Significant	Accept the Ho

The analysis also shows no significant difference in transformational leadership when grouped by sex. Both male and female school heads exhibit similar levels across all four dimensions of transformational leadership. This finding implies that leadership effectiveness, in terms of transformational qualities, is not determined by gender but is uniformly practiced among school administrators.

This result suggests that transformational leadership behaviors are equally accessible and demonstrated by both male and female school heads. It implies that gender does not play a determining role in shaping leadership style, particularly in relation to idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Instead, these competencies are likely developed through shared professional standards, leadership training, and organizational expectations that apply uniformly to all school heads. Recent studies support this finding, indicating that transformational leadership is more strongly associated with professional preparation, experience, and contextual factors than with sex or gender differences (Eagly & Carli, 2020; Leithwood et al., 2020; OECD, 2023).

This finding has important implications for leadership development and policy. Since there is no significant difference between male and female school heads, leadership training programs should continue to be designed inclusively, ensuring equal opportunities for both genders to enhance transformational leadership competencies. It also reinforces the importance of merit-based leadership development systems that prioritize skills and performance rather than demographic characteristics. Contemporary educational leadership literature emphasizes that effective school leadership is shaped by continuous professional development and organizational support systems rather than gender-based differences, highlighting the need for equitable access to leadership growth opportunities (Eagly & Carli, 2020; UNESCO, 2024; OECD, 2023).

Demographic Profile	Level of Transformational Leadership of School Heads	t-value	df	P-value	Remarks	Decision
Educational Attainment	Idealized influence	0.925	379	0.389	Not Significant	Accept the Ho
	Inspirational motivation	0.881	379	0.415	Not Significant	Accept the Ho
	Intellectual stimulation	0.586	379	0.557	Not Significant	Accept the Ho
	Individualized consideration	0.822	379	0.440	Not Significant	Accept the Ho

Educational attainment does not significantly influence transformational leadership levels. Regardless of whether school heads possess bachelor's, master's, or doctorate degrees, their leadership behaviors remain comparable across all dimensions. This suggests that transformational leadership is less dependent on formal academic achievement and more on leadership practice, experience, or professional development.

This finding implies that transformational leadership is primarily a competency developed through practical experience, continuous professional learning, and exposure to real-world school leadership challenges rather than through higher academic qualifications alone. It suggests that holding advanced degrees does not automatically translate into higher levels of transformational leadership behavior, as leadership effectiveness is more closely shaped by applied practice, mentoring, and ongoing leadership development programs. Recent research supports this result, emphasizing that effective school leadership is cultivated through experiential learning, professional development, and reflective practice rather than educational attainment alone (Leithwood et al., 2020; Bush, 2018; OECD, 2023).

]This finding has important implications for leadership development and policy. Since educational attainment does not significantly differentiate transformational leadership levels, professional development programs should prioritize practical leadership training, coaching, and school-based learning experiences rather than relying solely on academic advancement. It also highlights the importance of designing leadership development pathways that support all school heads regardless of degree level, ensuring equitable access to opportunities for leadership growth. Contemporary educational leadership literature underscores that transformational leadership is strengthened through sustained professional practice, collaborative learning environments,

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and structured leadership support systems rather than formal academic qualifications alone (Bush, 2018; Leithwood et al., 2020; UNESCO, 2024; OECD, 2023).

Demographic Profile	Level of Transformational Leadership of School Heads	t-value	df	P-value	Remarks	Decision
Years of Administrative	Idealized influence	0.184	379	0.832	Not Significant	Accept the Ho
	Inspirational motivation	0.155	379	0.857	Not Significant	Accept the Ho
	Intellectual stimulation	0.168	379	0.845	Not Significant	Accept the Ho
	Individualized consideration	0.238	379	0.788	Not Significant	Accept the Ho

Likewise, years of administrative experience do not result in significant differences in transformational leadership. School heads, whether relatively new or more experienced, demonstrate similar leadership qualities. This indicates that transformational leadership is consistently applied across varying levels of experience, reinforcing the idea that such leadership behaviors are integral to the role rather than developed solely over time.

This finding implies that transformational leadership is not necessarily a function of tenure in administrative positions but is instead shaped by standardized leadership expectations, professional preparation, and continuous capacity-building programs. It suggests that even newly appointed school heads are able to demonstrate comparable levels of idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration, similar to their more experienced counterparts. Recent studies similarly indicate that transformational leadership competencies are often established through formal leadership training, mentoring, and organizational socialization processes rather than being significantly enhanced by years of administrative service alone (Leithwood et al., 2020; OECD, 2023).

This finding has important implications for leadership development and policy. Since years of experience do not significantly differentiate transformational leadership levels, induction and mentoring programs should ensure that novice school heads are adequately supported in sustaining high-quality leadership practices from the beginning of their roles. It also underscores the importance of continuous professional development programs that reinforce leadership competencies at all stages of administrative service. Contemporary educational leadership literature emphasizes that effective transformational leadership is maintained through ongoing learning, reflective practice, and structured support systems rather than simply accumulating years of experience (Day et al., 2021; Leithwood et al., 2020; UNESCO, 2024; OECD, 2023).

6. Is there a significant relationship between communication strategies and transformational leadership?

Communication Strategies used by School Heads	Level of Transformational Leadership of School Heads	R-value	N	P-value	Remarks	Decision
Clarity of vision communication	Idealized influence	0.994	380	0.000	Significant	Reject the Ho
	Inspirational motivation	0.993	380	0.000	Significant	Reject the Ho
	Intellectual stimulation	0.982	380	0.000	Significant	Reject the Ho
	Individualized consideration	0.985	380	0.000	Significant	Reject the Ho

The results show a very strong and statistically significant positive relationship between clarity of vision communication and all dimensions of transformational leadership. With r-values ranging from 0.982 to 0.994 and p-values of 0.000, the null hypothesis is rejected. This indicates that school heads who clearly articulate their vision are more likely to demonstrate higher levels of idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. In practical terms, effectively communicating a clear vision appears to be a critical driver of transformational leadership behavior.

Likewise, years of administrative experience do not result in significant differences in transformational leadership. School heads, whether relatively new or more experienced, demonstrate similar leadership qualities. This indicates that transformational leadership is consistently applied across varying levels of experience, reinforcing the idea that such leadership behaviors are integral to the role rather than developed solely over time.

This finding implies that transformational leadership is largely shaped by structured leadership preparation, professional standards, and continuous capacity-building rather than by the length of administrative service. It suggests that novice and experienced school heads are exposed to similar expectations and training frameworks that promote the consistent practice of transformational leadership behaviors such as vision-building, motivation, intellectual stimulation, and individualized support.

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Recent educational leadership literature supports this, emphasizing that transformational leadership effectiveness is more closely associated with professional development, organizational learning, and leadership preparation programs than with years of experience alone (Hallinger, 2021; Leithwood et al., 2021; OECD, 2023; UNESCO, 2024).

This finding has important implications for leadership development and policy. Since experience does not significantly differentiate transformational leadership, training programs should focus on ensuring that all school heads—regardless of tenure—receive equal opportunities for leadership enhancement and coaching. It also highlights the importance of strong induction and mentoring systems for newly appointed administrators to ensure that transformational leadership practices are developed early and sustained throughout their careers. Contemporary studies further stress that transformational leadership is maintained through continuous learning, reflective practice, and institutional support systems rather than accumulated years of experience alone (Leithwood et al., 2020; OECD, 2023; UNESCO, 2024).

Communication Strategies used by School Heads	Level of Transformational Leadership of School Heads	R-value	N	P-value	Remarks	Decision
Active listening practices	Idealized influence	0.993	380	0.000	Significant	Reject the Ho
	Inspirational motivation	0.994	380	0.000	Significant	Reject the Ho
	Intellectual stimulation	0.980	380	0.000	Significant	Reject the Ho
	Individualized consideration	0.985	380	0.000	Significant	Reject the Ho

Active listening practices also exhibit a very strong and significant correlation with all aspects of transformational leadership, with r-values between 0.980 and 0.994. The consistent rejection of the null hypothesis suggests that school heads who actively listen to stakeholders tend to perform better in transformational leadership dimensions. This implies that attentiveness and responsiveness to others' inputs enhance leaders' ability to inspire, motivate, and support their constituents.

Likewise, years of administrative experience do not result in significant differences in transformational leadership. School heads, whether relatively new or more experienced, demonstrate similar leadership qualities. This indicates that transformational leadership is consistently applied across varying levels of experience, reinforcing the idea that such leadership behaviors are integral to the role rather than developed solely over time.

This finding implies that transformational leadership is largely shaped by standardized leadership preparation, institutional expectations, and continuous professional development rather than by accumulated years of administrative service. It suggests that school systems may be effectively institutionalizing transformational leadership competencies through structured training programs and leadership frameworks, allowing both novice and experienced school heads to demonstrate similar levels of leadership effectiveness. Recent literature highlights that transformational leadership in schools is strongly associated with formal leadership development, professional learning opportunities, and organizational support systems rather than tenure alone, especially in contemporary school reform and improvement contexts (UNESCO, 2024; OECD, 2023; Hallinger, 2024).

This finding has important implications for leadership development and policy. Since years of experience do not significantly differentiate transformational leadership, induction and mentoring programs should ensure that newly appointed school heads are adequately supported in developing and sustaining effective leadership practices from the beginning of their service. It also underscores the importance of continuous professional development and school-based learning opportunities that reinforce transformational leadership behaviors across all career stages. Contemporary educational leadership studies further emphasize that effective school leadership is shaped by ongoing learning, reflective practice, and system-wide capacity building rather than experience alone, particularly in improving school culture and instructional leadership outcomes (UNESCO, 2024; OECD, 2023; Leithwood et al., 2020).

Communication Strategies used by School Heads	Level of Transformational Leadership of School Heads	R-value	N	P-value	Remarks	Decision
Feedback mechanisms	Idealized influence	0.996	380	0.000	Significant	Reject the Ho
	Inspirational motivation	0.995	380	0.000	Significant	Reject the Ho
	Intellectual stimulation	0.983	380	0.000	Significant	Reject the Ho
	Individualized consideration	0.993	380	0.000	Significant	Reject the Ho

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Feedback mechanisms demonstrate one of the strongest relationships with transformational leadership, with r -values as high as 0.996 and all p -values at 0.000. These findings indicate that providing and utilizing effective feedback is closely associated with higher levels of leadership performance across all dimensions. School heads who establish strong feedback systems are more likely to foster trust, encourage innovation, and address individual needs, thereby strengthening their transformational leadership capacity.

This finding implies that feedback systems are a critical driver of transformational leadership because they enable continuous communication, reflection, and improvement within the school organization. When school heads actively provide, receive, and utilize feedback, they strengthen relational trust and create a culture of openness where teachers feel supported and valued. This, in turn, enhances their ability to demonstrate idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Recent studies emphasize that high-quality feedback practices are strongly linked to leadership effectiveness, organizational learning, and school improvement outcomes, particularly when feedback is timely, actionable, and development-oriented (OECD, 2023; UNESCO, 2024; Leithwood et al., 2020).

This finding has important implications for leadership development and school management practice. It highlights the need for school heads to institutionalize structured feedback systems such as regular performance conversations, instructional coaching, and collaborative reflection sessions. Strengthening feedback utilization not just collection can significantly enhance transformational leadership effectiveness. Contemporary educational leadership literature consistently shows that schools with strong feedback cultures tend to exhibit higher teacher engagement, improved instructional practices, and stronger organizational performance, reinforcing feedback as a core component of effective leadership systems (OECD, 2023; UNESCO, 2024; Leithwood et al., 2020).

Communication Strategies used by School Heads	Level of Transformational Leadership of School Heads	R-value	N	P-value	Remarks	Decision
Use of digital communication platforms	Idealized influence	0.974	380	0.000	Significant	Reject the H_0
	Inspirational motivation	0.975	380	0.000	Significant	Reject the H_0
	Intellectual stimulation	0.960	380	0.000	Significant	Reject the H_0
	Individualized consideration	0.967	380	0.000	Significant	Reject the H_0

The use of digital communication platforms is also significantly related to transformational leadership, although with slightly lower (yet still very strong) correlation coefficients ranging from 0.960 to 0.975. The rejection of the null hypothesis confirms that effective use of digital tools contributes positively to leadership practices. This suggests that integrating technology in communication enhances a leader's ability to connect, inform, and engage stakeholders, thereby supporting transformational leadership outcomes.

This finding implies that digital communication tools serve as an enabling factor for transformational leadership by expanding the speed, reach, and accessibility of communication between school heads and stakeholders. When school leaders effectively use digital platforms, they are better able to disseminate information, coordinate activities, and maintain engagement with teachers, students, and parents. This supports stronger collaboration and responsiveness, which are key elements of transformational leadership. Recent studies highlight that digital leadership and technology-enabled communication are increasingly important in strengthening school connectivity, stakeholder engagement, and instructional coordination in modern education systems (UNESCO, 2024; OECD, 2023; Leithwood et al., 2020).

This finding has important implications for leadership development and school management practice. It emphasizes the need to strengthen digital leadership competencies among school heads, including the effective and purposeful use of communication technologies. Training programs should focus on integrating digital tools into daily leadership practices to enhance collaboration, transparency, and decision-making. Contemporary educational leadership literature underscores that effective use of digital platforms contributes to more responsive, inclusive, and adaptive school leadership, particularly in supporting communication efficiency and organizational effectiveness in increasingly technology-driven educational environments (UNESCO, 2024; OECD, 2023).

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Communication Strategies used by School Heads	Level of Transformational Leadership of School Heads	R-value	N	P-value	Remarks	Decision
Crisis communication approaches	Idealized influence	0.996	380	0.000	Significant	Reject the Ho
	Inspirational motivation	0.997	380	0.000	Significant	Reject the Ho
	Intellectual stimulation	0.988	380	0.000	Significant	Reject the Ho
	Individualized consideration	0.991	380	0.000	Significant	Reject the Ho

Crisis communication approaches show a significant relationship with all dimensions of transformational leadership, with r-values ranging from 0.988 to 0.997. These results indicate that school heads who effectively manage communication during crises are more likely to exhibit high levels of transformational leadership. The ability to communicate clearly and decisively in challenging situations strengthens trust, inspires confidence, and reinforces leadership effectiveness.

This finding implies that crisis communication is a vital component of transformational leadership because it reflects a leader's ability to maintain clarity, direction, and emotional stability during periods of uncertainty. When school heads communicate effectively in crisis situations, they strengthen stakeholder trust, reduce anxiety, and ensure coordinated responses, all of which reinforce transformational leadership behaviors such as inspirational motivation and idealized influence. Recent studies highlight that effective crisis communication is strongly associated with leadership credibility, organizational resilience, and stakeholder confidence, particularly when leaders provide timely, transparent, and consistent messaging during emergencies (UNESCO, 2024; OECD, 2023; Coombs, 2020).

This finding has important implications for leadership development and school management practice. It emphasizes the need to strengthen crisis communication competencies among school heads through training in emergency preparedness, strategic messaging, and decision-making under pressure. Schools should also institutionalize crisis communication protocols to ensure consistent and effective responses during disruptions. Contemporary educational leadership literature underscores that leaders who demonstrate strong crisis communication skills are more capable of sustaining trust, maintaining organizational stability, and supporting recovery and learning after crises, reinforcing its importance in transformational leadership effectiveness (UNESCO, 2024; OECD, 2023; Coombs, 2020).

7. Based on the finding of the study, what leadership enhancement framework may be proposed?

Leadership Enhancement Framework Timeframe The proposed Leadership Enhancement Framework is grounded on the empirical finding that communication practices—particularly clarity of vision, active listening, feedback mechanisms, digital communication, and crisis communication—have extremely strong and significant relationships with all dimensions of transformational leadership. These results indicate that transformational leadership in school settings is not only defined by leadership traits but is strongly driven by the quality of communication practices implemented by school heads.

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Phase	Activities	Timeframe	Persons Involved	Expected Output
Phase 1: Preparation and Planning	Orientation on framework, needs assessment, planning of interventions, setting communication and leadership goals	1 Month	Division Office, School Heads, Trainers	Approved implementation plan and baseline data
Phase 2: Capacity Building (Training Phase)	Training on transformational leadership, communication strategies, digital tools, feedback systems, and crisis communication	2–3 Months	Education Trainers, School Leaders	Enhanced leadership and communication competencies
Phase 3: Mentoring and Coaching	One-on-one mentoring, peer coaching, leadership shadowing, feedback sessions	4–6 Months	Master Teachers, Senior School Heads, Mentors	Improved application of leadership practices
Phase 4: School-Based Implementation	Application of communication strategies (vision sharing, feedback systems, digital platforms, crisis protocols)	7–9 Months	School Heads, Teachers, Stakeholders	Functional leadership practices in real settings
Phase 5: Monitoring and Evaluation	Performance review, feedback analysis, leadership assessment, stakeholder evaluation	10 Month	School Administrators, Evaluators	Evaluation report and performance results
Phase 6: Reflection and Improvement	Post-evaluation reflection, adjustment of strategies, policy recommendations	11–12 Month	School Heads, Division Office	Revised and improved leadership practices

Leadership Framework for Transformational Leadership



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This chapter presents the summary of the study, the conclusions drawn from the findings, and the recommendations based on the results. It also includes the proposed Leadership Enhancement Framework developed from the significant findings of the study.

This study examined the demographic profile of school heads, their communication practices, and their transformational leadership levels, as well as the differences and relationships among these variables.

The findings revealed that most school heads are in their middle adulthood stage, predominantly female, hold master's degrees, and have relatively limited years of administrative experience. In terms of communication practices, school heads generally obtained a mean interpretation of "Sometimes" across all indicators. Among the indicators, clarity of vision communication, active listening, feedback mechanisms, use of digital communication platforms, and crisis communication were all moderately practiced.

For transformational leadership, school heads also obtained a general interpretation of "Sometimes" across all four dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration.

Inferential analysis showed that age, sex, educational attainment, and years of administrative experience do not significantly influence communication practices and transformational leadership. This indicates that leadership effectiveness is not dependent on demographic characteristics.

However, correlation analysis revealed very strong and significant relationships between communication practices and transformational leadership. Specifically, clarity of vision communication, active listening, feedback mechanisms, digital communication, and crisis communication all showed very high positive correlations with transformational leadership dimensions, indicating that communication is a major predictor of leadership effectiveness.

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

1. School heads share relatively similar demographic characteristics, and these do not significantly influence their leadership practices.
2. Communication practices among school heads are moderately implemented and require further strengthening.
3. Transformational leadership is moderately demonstrated among school heads and can still be enhanced.
4. Demographic variables such as age, sex, educational attainment, and years of experience do not significantly affect communication practices and transformational leadership.
5. Communication practices are strongly and positively related to transformational leadership, indicating that communication is a key determinant of effective leadership performance.
6. Strengthening communication competencies is essential to improve transformational leadership among school heads.

In light of the findings and conclusions, the following recommendations are offered:

1. School Heads strengthen their communication practices, particularly in vision articulation, active listening, feedback utilization, digital communication, and crisis communication to enhance transformational leadership effectiveness.
2. School Administrators and Policy Makers design and implement continuous professional development programs focused on communication skills and transformational leadership enhancement.
3. Training and Development Programs prioritize hands-on leadership training, mentoring, coaching, and simulation-based learning, especially in communication-centered leadership practices.
4. Schools institutionalize structured feedback mechanisms and digital communication systems to promote transparency, collaboration, and engagement.
5. Mentoring Systems strengthened to support both novice and experienced school heads in developing transformational leadership competencies.
6. Future Researchers may conduct similar studies in different contexts or expand variables such as school performance, teacher satisfaction, and student outcomes to further validate the findings.

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