

Transformational Leadership Skills of Head Teachers: Their Influence to School Effectiveness



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ABSTRACT: Transformational leadership aims to bring about organizational change by responding to a quickly changing environment (Serin & Akkaya, 2020). This descriptive-correlational study investigated the relationship between the extent of transformational leadership skills and the level of organizational effectiveness among selected head teachers of SDO-Ilocos Sur. The study used a questionnaire developed by the researcher to gather data based on the study of Ragaisis (2018). The study employed purposive sampling with the following inclusion criteria: (1) head teacher of the SDO- Ilocos Sur, (2) at least five years of administrative experience, (3) male or female, (4) at least 30 years old, (5) living in Ilocos Sur, and (6) signed the informed consent. The study discovered the following: the respondents are mostly middle-aged, female, married, with master's degrees, have more than a decade of administrative experience, mostly head teacher III, and bring home almost 30,000 pesos monthly salary; respondents always used transformational leadership skills in their assigned public school; most of the respondents obtained a rating of outstanding for the school year 2020-2021; sex of the respondents is significantly related to the extent of transformational leadership skills; monthly income is significantly related to the extent of transformational skills among head teachers; and there is a significant relationship between the extent of transformational leadership skills and the level of organizational effectiveness of the respondents. The study recommends that head teachers must pursue higher education, conduct research, publish articles, engage in innovations, and participate in seminars, trainings, and workshops to improve their experience.

KEYWORDS: Transformation Leadership Skills, Organizational Effectiveness, Descriptive - Correlational Research

1. INTRODUCTION

To deal with an increasingly complex and fast-changing environment, educational leaders such as head teachers need organizational members who invest their full attention and energy in achieving the formal job requests documented in the employment contract. Likewise, members must also be willing to invest extra effort and exceed formal job expectations (Bayram & S., 2015). Members must go above and beyond since job descriptions cannot and do not cover all forms of conduct required to complete job requests when tasks are interdependent. For instance, because this conduct is discretionary, the job description cannot specify precisely when and how members should approach their peers for assistance or assist others. As a result, it is crucial for leaders to comprehend the prelude and underlying mechanisms that encourage team members to complete their in-role job requests successfully and to engage in constructive conduct that is not expressly stated in formal employment contracts (Boone & Makhani, 2015).

Leaders have an impact on members' behavior at work because they are seen as an example of the company and have the power to judge members' performance or decide whether to promote them (Barbuto & Hayden, 2004). The effectiveness of transformational leadership has been examined in much theoretical and empirical research, which suggests that it enhances and affects members' task performance and helping behavior (Abdussamad, Akib, Jasruddin, & Paramata: 2015). Moreover, the benefits of transformational leadership for members' performance in public schools are conveyed through numerous underlying mechanisms including self-efficacy or leader-member exchange. The fundamental goal of transformational leadership is to bring about organizational change by responding to a quickly changing environment (Serin & Akkaya, 2020).

Transformational leaders aren't only those who encourage their followers to abandon old habits and try something new. At the same time, they assist in revealing the creativity, uniqueness, and initiative that will, to the greatest extent possible, bring about change in the workplace by removing the constraints. A transformational leader prioritizes staff growth while also adhering

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to the group's and organization's goals. Employees' talents and abilities are shown, their self-confidence is boosted, and they strive to achieve more than they imagined. Compared to other leadership characteristics, transformational leaders empower workers to demonstrate higher happiness, motivation, loyalty, and excellent performance. Transformational leaders convey long-term objectives and visions to their audience. Such leaders frequently use motivating tools to satisfy the high-level demands of other employees. They use ideals like justice, freedom, and equality to improve the attitude and motivation of the workforce.

Today, leaders are required to guide employees by motivating, listening, and creating significance in their vocation; therefore, dealing with emotions is critical to the success of a transformational leader. Emotional intelligence [contains] five domains: knowing one's emotions, managing one's emotions, motivating oneself by marshaling emotions, recognizing emotions in others, and managing emotions in others as to handle relationships. Leaders who manage themselves and associate with others nurture a work climate where employees are positive and willing to do more. These leaders foresee major innovations and improvements in an organization with a level of trust, enthusiasm, and cooperation of employees through interpersonal relationships. Judge, et al., (2013) stated, "Transformational leadership consists of the 'Four I's': Identified Influence (II), Inspirational Motivation (IM), Intellectual Stimulation (IS), and Individualized Consideration (IC)". Identified influence relates to a leader's charisma or behavior in being a role model, inspirational motivation relates to the ability of a leader to energize and challenge employees, intellectual stimulation refers to a leader's ability to stimulate innovation and creativity, and individualized consideration is a leader's behavior to pay attention to individual employees' growth and achievement. With the ability to create awareness and value in others as a way of enhancing self-recognition, promoting behavior of high moral standards and values is considered important. Transformational leaders inspire, motivate, and focus on the human asset in providing new solutions to produce a better work environment.

Traditionally, transformational leaders recognize individual differences, showing concern for employees' development; however, teamwork addresses behaviors that foster a collective capacity and team spirit to work toward a common goal. Karge, et al., (2015) stated, "Little is known about how transformational leaders can influence followers to sacrifice their personal interests for the good of the group". However, high expectations are to be demonstrated by leadership behaviors, such as being a role model with inspirational motivation. Transformational leaders, who effectively motivate employees with inspirational communication, cultivate an emotional tone and a homogenous reaction within teams in promoting proactivity (Chia-Huei & Zhen, 2015). Inspirational motivation involves a collective purpose, encouraging employees to adopt a shared vision, which traditionally brings individuals together so that they feel like a group, part of the greater good and ultimately influencing cohesion in the team. "The number-one factor on the list of 12 themes for successful companies is that the excellent ones make people part of a team or a family". Through involvement in teams, people begin to feel that a purpose greater than themselves is served in achieving specific goals or tasks as they become engaged toward a collective capacity. "Being proactive at the team level is critical because it can help teams to operate effectively to master uncertainty and change" (Chia-Huei & Zhen, 2015). Moreover, transformational leadership produces a form of self-sacrifice and citizenship behaviors that incorporate conscientiousness, courtesy, and civic virtue. With positive group effective tones as the energizing mechanism, increased cognitive behavior stimulates higher motivational effects and collective self-efficacy meeting organizational expectations. These examples set the tone for the ethics and vision leaders display, which employees can follow. Moreover, Individual consideration represents the leader's consistent effort- Transformational leadership styles treat each follower as a special person and acts as a coach who encourages each individual to reach goals that help both the followers and the organization (Balyer, 2012) It is generally accepted that emotionally intelligent leaders produce workers who are happier and more dedicated to the organization. Likewise, Mathew & Gupta (2015) developed a framework around the relationship between transformational leadership and emotional intelligence. The main body of their research established that transformational leadership is smart, charismatic, and empathetic as these leaders drive with the emotions of their followers. Mathew and Gupta (2015) stated, "When managed intelligently, leaders gain incredible value from emotions and develop real self-efficacy". As leaders inject enthusiasm and energy into an organization's vision, emotional intelligence helps them to make better decisions with their followers.

The success or failure of educational institutions largely depends on the leadership skill of the school heads. As educational institutions strive to achieve their goals, they are often met with challenges they must overcome as a team. The study assessed the relationship between the transformational leadership skills of selected school heads and school effectiveness among selected head teachers in the Schools Division of Ilocos Sur.

2. RESEARCH QUESTIONS

The study investigated the level of transformational leadership skills of selected head teachers of the Schools Division of Ilocos Sur and their influence on school effectiveness.

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The study specifically sought answers to the following questions:

1. What is the profile of the selected head teachers in terms of:
 - a. Age
 - b. Sex
 - c. Civil status
 - d. Educational attainment
 - e. Number of years of administrative experience
 - f. Position
 - g. Monthly take-home pay
2. What is the extent of the transformational leadership skills of the selected head teachers in the SDO-Ilocos Sur?
3. What is the extent of school effectiveness as perceived by the selected head teachers in the SDO-Ilocos Sur?
4. Is there a significant relationship between the profile and the extent of transformational leadership skills among selected head teachers of SDO-Ilocos Sur?
5. Is there a significant relationship between the extent of transformational leadership skills and organizational effectiveness among selected head teachers of SDO-Ilocos Sur?

3. RESEARCH METHODOLOGY

3.1 Research Design

This descriptive-correlational study investigated the relationship between the extent of transformational leadership skills and the level of organizational effectiveness among selected head teachers of SDO-Ilocos Sur. A descriptive-correlational study descriptive/correlational aims to systematically describe and analyze the current state or characteristics of specific variables, in this case, the extent of transformational leadership skills and the level of organizational effectiveness among selected head teachers in SDO-Ilocos Sur. This design is suitable for the study because it allows for an in-depth exploration of the existing leadership skills and organizational effectiveness. By assessing the correlation between these variables, the study can provide valuable insights into whether strong transformational leadership skills are linked to higher organizational effectiveness, which is relevant for improving educational leadership practices and outcomes in the selected schools.

3.2 Participants

The study employed purposive sampling with the following inclusion criteria: (1) head teacher of the SDO-Ilocos Sur, (2) at least five years of administrative experience, (3) male or female, (4) at least 30 years old, (5) living in Ilocos Sur, and (6) signed the informed consent.

3.3 Instrumentation and Data Collection

The study used a questionnaire developed by the researcher to gather data based on the study of Ragaisis (2018). This questionnaire has undergone quality assurance which includes pilot testing, content validation, and reliability testing. For this study, a purposive sampling approach was utilized to select participants who met specific inclusion criteria. The criteria included the following: (1) being a head teacher within the SDO-Ilocos Sur, (2) having a minimum of five years of administrative experience, (3) being of any gender, (4) being at least 30 years old, (5) residing in Ilocos Sur, and (6) providing informed consent by signing the consent form.

Data were collected using a questionnaire designed by the researcher, which was adapted from Ragaisis (2018). To ensure the questionnaire's quality, it underwent a series of quality assurance steps, including pilot testing, content validation, and reliability testing. This process helped to refine and validate the questionnaire for effective data collection.

3.4 Data Analysis

The study used the frequency, percentage, mean and Pearson correlation to answer the research question. Furthermore, in answering the specific question of determining the significant relationship between transformational leadership skills and organizational effectiveness, the researcher used the statistical tool for the correlation coefficient. All the data gathered were encoded in the statistical software SPSS, version 21 for easier analysis and interpretation.

In this study, the data collected includes information about the background of the head teachers, such as their age, gender, years of experience, and educational qualifications. The study examines the overall effectiveness of the schools led by the head teachers, possibly using measures like student performance or teacher satisfaction. This category encompasses the numbers and calculations used to analyze the collected information. It includes frequency counts, percentages, mean scores for leadership skills, and Pearson correlation coefficients to explore the connection between leadership skills and organizational effectiveness. All the data were input into the statistical software SPSS, version 21, to make it easier to analyze and interpret, enabling the researcher to draw meaningful conclusions from the study's findings

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4. DISCUSSION OF RESULTS AND RECOMMENDATIONS

The study presents the results and the discussion from the data gathered from the respondents.

Profile of the Respondents

Table 1 presents the profile of the respondents who are head teachers of the SDO-Ilocos Sur. The profile of the respondents included their age, sex, civil status, educational attainment, number of years of administrative experience, position, and monthly take-home pay.

Table 1. Profile of the Respondents (n = 50)

Profile	Frequency	Percentage
Age		
25 – 35 years old	13	26.00
36 – 45 years old	28	56.00
46 – 55 years old	8	16.00
56 years old and above	2	4.00
Sex		
Male	12	24.00
Female	38	76.00
Civil Status		
Single	9	18.00
Married	41	82.00
Educational attainment		
BSE with MA units	8	16.00
MA degree holder	16	32.00
MA degree with doctoral units	26	52.00
Number of years of administrative experience		
0 – 5 years	3	6.00
6 – 10 years	17	34.00
11 – 15 years	21	42.00
16 years and above	9	18.00
Position		
Head Teacher I	8	16.00
Head Teacher II	19	38.00
Head Teacher III	23	46.00
Monthly Take Home Pay		
10,000 – 20,000 pesos	17	34.00
20,001 – 30,000 pesos	26	52.00
31,000 pesos and above	7	14.00

On Age. On the table, most (28 or 56 %) of the respondents belonged to the 36-45 years of age. This implies that the respondents are middle-aged professionals who are mature and possess the qualifications, physically, mentally, and emotionally. According to Lachman et al., (2016), those in middle age play a central role in the lives of those who are younger and older at home, in the workplace, and in society at large. Likewise, middle-aged leaders from this multidirectional perspective can be seen as a pivotal period in the life course in terms of a shift to a focus on the maintenance and stability of functioning, which may lead to better management and operation of schools.

On Sex. A glimpse of the table manifests that, most (38 or 76%) of the respondents are females. This implies that head teachers are dominated by females. The findings also suggest the importance of the role of women in school leadership especially during the ongoing COVID-19 pandemic. However, according to, Shaw and Gantes (2021) women continue to be the minority in the postsecondary education sector regarding participation within institutional executive leadership. Despite the reported female expansion trends in the workforce, postsecondary faculty, and executive leadership positions still reflect a disparity in representation between genders

On Civil Status. On the other hand, most (41 or 82%) of the respondents are married. This implies that with respondents, mostly married head teachers are good role models to their teachers and learners with regard to good relationships. Nonetheless, according to Odanga et al., (2017), marital status had no statistically significant influence on teachers' self-efficacy.

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On Educational Attainment. According to the table, most (26 or 52%) of the respondents hold a master's degree with doctoral units. As per RQA of the DepEd, all of them are qualified in their respective positions. According to Horn and Jang (2017), they observed a positive association between teachers' attainment of a master's degree and student reading achievement. However, the study of Klassen and Tze (2016) found that the composite scores of both middle and high school students whose teachers held a master's degree were not significantly different from the scores of students whose teachers did not hold a master's degree.

On Number of Years of Administrative Experience. Moreover, most of the respondents have 11-15 years of administrative experience. This implies that the respondents have the expertise, and relevant experience to manage and lead their respective schools towards meeting the goals set by the Department of Education.

On Position. On the other hand, a great number (23 or 46%) of respondents are assigned as Head Teacher III. This implies that the respondents have the authority and influence to manage the school and become efficient leaders. According to Selesho and Ntisa (2017), a high level of position in public schools results in higher organizational commitment. This suggests that they have the passion and dedication to implement change and improvement in the school organization.

On Monthly Take Home Pay. Finally, most (26 or 52%) of the respondents, have a monthly take-home pay between 20,001-30,000. In light of this finding, Cabrera and Webbink (2016), said that high take-home pay is beneficial as this will improve their morale and very efficient in relation to their work. In addition, Reid (2016), noted that high-paid teachers have the potential to improve the quality of the teaching workforce and that paying teachers more has the potential to improve student achievement through retention.

Furthermore, it is very important to consider improving teachers' salaries in the future because it is a sure formula for a better future for the next generation, as teachers are the vehicle of success in the careers of men and women in every nation (Long, 2019). Finally, paying high salaries attracts more teachers which will result in better learning outcomes and better school effectiveness (Cabrera J. , 2019).

Extent of Transformational Leadership Skill

Table 2 presents the mean scores of the extent of transformational leadership skills of the head teachers in the study.

Table 2. Extent of Transformational Leadership Skills of the Head Teachers

Transformational Leadership Skills	Mean	Verbal Meaning
I consider the moral and ethical consequences of decisions.	4.21	Always
I go beyond self-interest for the good of the group.	4.34	Always
I make the people around me happy.	4.22	Always
I motivate the people around me to promote collaboration	4.51	Always
I inject enthusiasm and energy into the school and its stakeholders.	4.32	Always
I involve people when making decisions for the organization.	4.12	Almost Always
I establish and sustain proactivity when assigning people	4.19	Almost Always
I perform individual intellectual stimulation to promote productivity and efficiency	4.37	Always
I motivate through inspirational talk to everyone in the organization	4.51	Always
I promote self-confidence self-awareness and empathy to everyone in the organization	4.27	Always
Composite Mean	4.31	Always

Legend:

4.21 – 5.00	To a very high level (Always)
3.41 – 4.20	To a high level (Almost always)
2.61 – 3.40	To a moderate level (Sometimes)
1.81 – 2.60	To a low level (Once in a while)
1.00 – 1.80	To a shallow level (Not at all)

It appears in the table that the respondents always used transformational leadership skills with a composite mean of 4.31. Transformational leadership is a prominent and influential model in the field of educational administration. Likewise,

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transformational leadership is the degree to which followers perceive leaders as trustworthy and charismatic. Followers consider leaders to be individuals with a clear and attainable mission and vision (Menon, 2021).

Likewise, Koh et al. (2019) investigated the effects of transformational leadership on teacher's attitudes and student's performance in Singapore. Data were collected from school teachers and principals using instruments such as the MLQ. In comparison to transactional leadership, transformational leadership was found to be associated with additional positive effects in predicting organizational commitment, organizational citizenship behavior, and teacher satisfaction. Indirect effects of transformational leadership on student academic achievement were reported in this study.

Moreover, in a US study of the relationship of transformational leadership to school staff job satisfaction, turnover, and school performance, Griffith (2019) reported no direct association between principal transformational leadership and school staff turnover or student achievement progress. Two indirect effects (through job satisfaction) were identified, one being negative in relation to staff turnover and the other positive in relation to student achievement progress. In schools with higher levels of transformational leadership practices, the achievement gap between minority and nonminority students was found to be smaller. In the same country, a study of the leadership behaviors of school leaders in inclusive educational settings found that teachers were more motivated under leaders they perceived as more transformational rather than transactional.

The available research on the effects of transformational leadership suggests that it is more likely to have a direct impact on organizational processes associated with employee practices, motivation, and satisfaction, which in turn are linked to the quality of the service offered and the performance of the organization. In several studies, indirect effects on student outcomes have been identified.

It is important to note that despite its dominance in the field of education, transformational leadership theory has been criticized on several grounds. Liu (2015) points to two main areas of criticism: The first relates to the belief that transformational leadership theory does not consider organizational diversity and the second concerns the focus on one source of leadership. Berkovich (2016) provides an in-depth discussion of criticisms of transformational leadership theory, focusing on the following: a lack of a clear conceptual definition of transformational leadership; a conceptualization of transformational leadership that confounds leadership behavior with its effects; and the absence of causal models which describe the way in which transformational leadership affects outcomes. Additional criticisms relate to the measurement of transformational leadership and specific instruments such as the MLQ (Menon, 2014). Moreover, the fact that transformational leadership may be necessary but not sufficient for school and instructional effectiveness has been highlighted in the literature (Kwan, 2020), resulting in a call for integrative approaches to leadership

Extent of School Effectiveness of Head Teachers

Table 3 presents the extent of school effectiveness of head teachers in the study. The OPCRF is the data that measures the school effectiveness of the respondents.

Table 3. Extent of School Effectiveness of Head Teachers

School Effectiveness	Frequency	Percentage
Outstanding	47	94.00
Very Satisfactory	3	6.00

The table shows that all but one of the respondents obtained a rating of outstanding for the school year 2020-2021. The school leaders' managerial ability plays an important role in developing schools or educational institutions. School administrators should be able to manage educational resources in schools, including educators and teachers, facilities and infrastructure, curriculum, and any opportunities of cooperation with related institutions. Good management of all elements will create an effective leadership style to achieve the expected school vision and mission and to produce qualified graduates. Effective managerial skills can be demonstrated through the leadership of the school leader.

Harvey et al. (2013) suggest that as an educational leader, the principal is advised to have responsibilities such as (1) establishing a vision for academic success of students based on high standards, (2) creating a friendly and comfortable environment that enables the implementation of education (3) establishing harmonious interactive cooperation and conditions, (4) developing a harmonious leadership that allows teachers and students to understand their responsibilities as a realization of school vision, (5) managing subordinates, data and processes to improve school quality. According to Rahabav (2014), school leadership is effective if (1) has clarity of vision, how to bring the school move forward in a certain period, (2) achieves performance targets according to vision, mission, and objectives, (3) have prerequisite competence as a principal (5) have a wide network of communication and are able to use it for the improvement of school performance, (6) respect the time and encourage school

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personnel to make the most of their time, (7) encourage and reward the work performance of school personnel, (8) conduct continuous.

Significant Relationship between Profile and Transformational Leadership Skills

Table 4 presents the significant relationship between profile and transformational leadership skills among head teachers at the Schools Division of Ilocos Sur.

Table 4. Significant Relationship between Profile and Transformational Leadership Skills

Profile Variable	Beta	t-value	Significance	Decision
Age	.012	.077	.939	Accept H0
Sex	.243	2.595*	.028	Reject H0
Civil Status	.013	.084	.933	Accept H0
Education	.010	.065	.948	Accept H0
Years of Admin Experience	.081	.531	.598	Accept H0
Position	.058	.380	.706	Accept H0
Monthly Income	.396	2.281	.007	Reject H0

* p<.05 level

Table 4 shows that the sex of the respondents is significantly (beta=.243, t=2.595, p<.028) related to the extent of transformational leadership skills of head teachers in the Schools Division of Ilocos Sur. This therefore rejects the null hypothesis that there is no significant relationship between sex and transformational leadership skills. This denotes that female head teachers have higher transformational leadership skills. Nevertheless, Munir and Aboidullah (2018) reported no significant gender difference in practicing transformational leadership behaviors and found a significant negative relationship between transformational leadership behaviors and teachers' academic effectiveness.

Leadership, on the other hand, should have a defined set of values and beliefs, as well as a vision. Leaders explain the vision to attract staff commitment to a brighter future for the children. School leadership is a broad term that encompasses a wide range of ideas. They give clear normative frameworks for understanding leadership, but empirical support for these categories is limited. Furthermore, what society may regard to be the norm, male leadership practices, must not frighten women leaders and prospective leaders. Women can no longer expect to be recognized for a job well done by remaining on the sidelines. Women must be relentless about spreading the message, exchanging research, and demanding equal treatment. The message that must be repeated is that there are not only women leaders, but also leaders—leaders who are prepared to do everything it takes to succeed in whatever position they hold (Esa & Peng, 2018).

On the other hand, monthly income is significantly (beta=.396, t=2.281, p<.007) related to the extent of transformational skills among head teachers. Therefore, the null hypothesis that there is no significant relationship between monthly take-home pay and transformational leadership skills is rejected. This means that the higher the monthly take-home pay, the better will be the transformational leadership skills.

According to Jawahar and Stone (2010), perceived satisfaction with compensation, the procedures used to make compensation-related decisions, and the way compensation-related information is communicated play an integral role in shaping reactions to critical elements of the transformational leadership style. On the other hand, employee morale can be hurt by pay cuts because the employees view this as an insult that impacts their self-worth and value to the organization (Sharma & Krishnan, 2018).

Mulla and Dhawan (2019) noted that to retain employees, organizations pursue two kinds of strategies. It has been observed that organizations are focusing on transactional strategies and attempting to lure and retain employees through material rewards. Salter et al. (2010), point out that transformational leaders create higher productivity in organizations than transactional leaders do. Second, organizations are focusing on transformational strategies, such as developing a positive culture through exemplary leadership. Companies adopting this strategy invest hugely in leadership development, training, and cultural transformation. While organizations may pursue one or the other, or a mix of both strategies, there are no clear measurable guidelines as to which strategy is more suitable to enhance organizational commitment and retention.

Significant Relationship Between Transformational Leadership and Organizational Effectiveness

Table 5 presents the significant relationship between the extent of transformational leadership skills and the organizational effectiveness of head teachers in the Schools Division Office of Ilocos Sur.

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Table 5. Significant Relationship between Transformational Leadership and Organizational Effectiveness

Independent Variable	Beta	t-value	Significance	Decision
Transformational Leadership Skills	.342	2.523	.015	Reject H0

* p<.05 level

The table shows that there is a significant (beta=.342, t=2.523, p<.015) relationship between the extent of transformational leadership skills and the organizational effectiveness of the respondents. This therefore rejects the null hypothesis that there is no significant relationship between transformational leadership skills and organizational effectiveness. Therefore, it signifies that the more transformational leadership skills performed, the better will be the organizational effectiveness among head teachers.

Arif and Akram (2018) argued that transformational leaders provide positive feedback to their employees, which motivates them to show more effort and encourages them to think innovatively about complex problems. Therefore, employees tend to behave in such a way that simplifies high levels of task performance. In addition, transformational leaders encourage employees to weigh more for the collective profit of organizations and leaders over personal interests.

CONCLUSIONS

The following are the conclusions of the study:

1. The respondents are mostly middle aged, female, married, with master's degree, have more than a decade of administrative experience, mostly head teacher III and brings home almost 30,000 pesos.
2. Respondents always used transformational leadership skills in their assigned public school.
3. Most of the respondents obtained a rating of outstanding for the school year 2020-2021.
4. Sex of the respondents is significantly related to the extent of transformational leadership skills.
5. Monthly income is significantly related to the extent of transformational skills among head teachers.
6. There is a significant relationship between the extent of transformational leadership skills and organizational effectiveness of the respondents.

RECOMMENDATIONS

The following recommendations are offered:

1. Head teachers are encouraged to pursue higher education, conduct research, publish articles, engage in innovations, participates in seminars, trainings, and workshop to improve one's experience to obtain high ranking to get high salary.
2. The school heads may consider enhancing the competencies and skills of head teachers through participation in relevant webinars/seminars to advance their personal capabilities.
3. The school heads may consider empowering head teachers to make high level of responsibilities that addresses identified problems and issues with regards implementation of various programs of the Department of Education.
4. The school head may consider engaging with head teachers to provide high level responsibilities to focus on curriculum and instructions.

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