



Transformational Governance and Instructional Quality: Leadership Styles and Instructional Management Behavior Among Program Heads in Philippine Higher Education Institutions

Transformasyonal na Pamamahala at Kalidad ng Pagtuturo: Mga Estilo ng Pamumuno at Gawi sa Pamamahalang Instruksiyonal ng mga Pinuno ng Programa sa mga Institusyon ng Mas Mataas na Edukasyon sa Pilipinas

DOI: 10.5281/zenodo.20437328

Fatima Norliza R. Pantonial

Cebu Technological University – Danao Campus, Danao City, Cebu, Philippines
fatimanorliza.pantonial@ctu.edu.ph

Emardy T. Barbecho

Cebu Technological University – Danao Campus, Danao City, Cebu, Philippines
emardy.barbecho@ctu.edu.ph.

Abstract

Academic governance in higher education institutions (HEIs) increasingly demands that program heads demonstrate not only administrative competence but also instructional leadership that drives teaching quality, faculty development, and student learning outcomes. This study examines the relationship between leadership styles and instructional management behavior among 101 program heads in public and private HEIs in Cebu, Philippines. Employing a quantitative, descriptive-correlational design, data were gathered using adapted standardized instruments for leadership style assessment and instructional management behavior. Descriptive statistics, Pearson correlation, and multiple regression analyses were applied to characterize leadership practices and determine their predictive effect on instructional management. Results indicate that transformational leadership was highly practiced across all dimensions, including idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration, and demonstrated a significant positive correlation with instructional management behavior. Transactional leadership, while moderately evident, did not yield a significant predictive effect on instructional management. These findings underscore the central role of transformational leadership as a catalyst for instructionally focused governance in higher education. The study proposes an evidence-based Leadership and Instructional Management Framework tailored to Philippine HEI contexts to strengthen leadership competencies aligned with CHED quality assurance standards and global best practices.

Ang pamamahala sa mga institusyon ng mas mataas na edukasyon ay lalong nangangailangan na ang mga pinuno ng programa ay nagpapakita hindi lamang ng kakayahan sa administrasyon kundi pati na rin ng liderasyon sa pagtuturo na nagtataguyod ng kalidad ng pagtuturo, pagpapaunlad ng guro, at mga resulta ng pagkatuto ng mag-aaral. Sinisiyasat ng pag-aaral na ito ang ugnayan sa pagitan ng mga estilo ng pamumuno at gawi sa pamamahala ng pagtuturo sa 101 pinuno ng programa sa mga pampubliko at pribadong institusyon ng mas mataas na edukasyon sa Cebu, Pilipinas. Gamit ang deskriptibo-korrelasyonal na disenyo, nakalap ng datos sa pamamagitan ng mga standardisadong instrumentong pamumuno at pamamahala ng pagtuturo. Ipinapakita ng mga resulta na ang transformasyonal na pamumuno ay lubos na isinasagawa at may makabuluhang ugnayan sa gawi sa pamamahala ng pagtuturo, habang ang transaksyonal na pamumuno ay hindi nagpakita ng makabuluhang epekto sa hula. Nagmumungkahi ang pag-aaral ng isang balangkas para sa pagpapalakas ng mga kakayahan sa pamumuno na naaayon sa mga pamantayan ng CHED at pandaigdigang pinakamahuhusay na gawi.



Keywords: transformational leadership, transactional leadership, instructional management behavior, program heads, higher education institutions, Philippines, academic governance

Introduction

Higher education institutions worldwide are navigating unprecedented change driven by digitalization, massification, and intensified demands for institutional accountability. In this evolving landscape, the roles of academic program heads have expanded well beyond traditional administrative functions. Contemporary program heads are expected to define academic vision, supervise instructional processes, support faculty professional growth, and maintain quality standards consonant with both institutional missions and national regulatory frameworks (Akdere & Egan, 2020; Cheng & Zhu, 2025). Their capacity to enact instructional leadership is now viewed as a critical institutional asset, directly linked to teaching quality, faculty effectiveness, and student learning outcomes.

Ang mga institusyon ng mas mataas na edukasyon sa buong mundo ay nagsasaayos ng mga hindi kapanipaniwalang pagbabago na pinapatakbo ng digitalisasyon, pagpapalawak, at matinding pangangailangan para sa pananagutang pang-institusyon. Sa nagbabagong kapaligiran na ito, ang mga papel ng mga akademikong pinuno ng programa ay lumalagpas na sa mga tradisyonal na tungkulin sa administrasyon. Inaasahang tutukuyin ng mga kontemporaryong pinuno ng programa ang akademikong bisyon, susubaybayan ang mga proseso ng pagtuturo, susuportahan ang propesyonal na paglago ng guro, at magtataguyod ng mga pamantayan ng kalidad na naaayon sa mga misyon ng institusyon at pambansang balangkas ng regulasyon.

Two dominant leadership frameworks have captured scholarly attention in educational settings: transformational and transactional leadership. Transformational leadership, rooted in the seminal work of Burns (1978) and subsequently extended by Bass (1985), emphasizes vision articulation, intellectual stimulation, inspirational motivation, and individualized consideration. Leaders who practice this style elevate followers beyond self-interest, inspire commitment to collective goals, and catalyze innovation and organizational learning (Al-Husseini et al., 2021; Da, 2025). In contrast, transactional leadership centers on exchange mechanisms, including contingent rewards and management by exception, which maintain structure and performance accountability. While effective for sustaining short-term outcomes, transactional approaches risk constraining the creativity and intrinsic motivation essential for pedagogical innovation (Garger et al., 2023; Mwesigwa et al., 2020).

Dalawang nangunguna na balangkas ng pamumuno ang nakakuha ng atensyon ng mga iskolar sa mga setting ng edukasyon: ang transformasyonal at transaksyonal na pamumuno. Ang transformasyonal na pamumuno, na nakaugat sa seminal na gawa ni Burns (1978) at kasunod na pinalawak ni Bass (1985), ay binibigyang-diin ang artikulasyon ng bisyon, intelektwal na stimulasyon, mapaghamong motibasyon, at indibiduwalisadong pagsasaalang-alang. Ang mga lider na nagsasagawa ng istilo na ito ay nagpapataas ng mga tagasunod na lampas sa sariling interes at nagbibigay-inspirasyon sa pangako sa mga kolektibong layunin. Sa kaibahan, ang transaksyonal na pamumuno ay nakatuon sa mga mekanismo ng palitan na nagpapanatili ng istraktura at pananagutan sa pagganap.

Instructional management behavior, operationalized in this study following Hallinger and Murphy's (1985) seminal framework, encompasses a set of concrete leadership practices organized around three functional domains: defining the institutional mission through goal framing and communication; managing the instructional program through supervision, curriculum coordination, and progress monitoring; and promoting a positive learning climate through visibility, professional development support, academic standards, and incentive provision. This framework has demonstrated remarkable heuristic value across diverse educational contexts over four decades, with its relevance extending increasingly into higher education settings (Habibi et al., 2025; Corpuz & Tindowen, 2025).



Ang gawi sa pamamahala ng pagtuturo, na ginawa sa pag-aaral na ito ayon sa seminal na balangkas nina Hallinger at Murphy (1985), ay sumasaklaw sa isang hanay ng mga kongkretong gawi sa pamumuno na nakaorganisa sa tatlong functional na domain: ang pagtukoy sa misyon ng institusyon sa pamamagitan ng pagbalangkas at komunikasyon ng layunin; ang pamamahala ng programa ng pagtuturo sa pamamagitan ng pangangasiwa, koordinasyon ng kurikulum, at pagsubaybay sa pag-unlad; at ang pagtataguyod ng positibong kapaligiran sa pagkatuto sa pamamagitan ng kakayahang makita, suporta sa propesyonal na pag-unlad, mga pamantayang akademiko, at pagbibigay ng insentibo.

In the Philippine context, higher education leadership operates within a regulatory environment shaped by the Commission on Higher Education (CHED), particularly through the Outcomes-Based Education and Typology-Based Quality Assurance Framework mandated under CMO No. 46, s. 2012, and the enabling legislation of Republic Act No. 7722. Despite the growing body of leadership research in Philippine basic education, relatively fewer empirical studies have focused on leadership practices among academic administrators in higher education, particularly in the Visayas region. This study addresses this gap by systematically examining the relationship between leadership styles and instructional management behavior among program heads in Cebu HEIs, and by proposing an evidence-based leadership development framework responsive to local and international standards.

Sa konteksto ng Pilipinas, ang pamumuno sa mas mataas na edukasyon ay nag-ooperate sa loob ng isang kapaligiran ng regulasyon na hinubog ng Komisyon sa Mas Mataas na Edukasyon (CHED), lalo na sa pamamagitan ng Outcomes-Based Education at Typology-Based Quality Assurance Framework na mandato sa ilalim ng CMO No. 46, s. 2012, at ng nagbibigay-daan na batas ng Republic Act No. 7722. Sa kabila ng lumalaking hanay ng pananaliksik sa pamumuno sa pangunahing edukasyon ng Pilipinas, medyo mas kaunting empirikong pag-aaral ang nakatuon sa mga gawi sa pamumuno sa mga akademikong tagapangasiwa sa mas mataas na edukasyon, lalo na sa rehiyon ng Visayas.

Review of Related Literature

Leadership in Higher Education Institutions | Pamumuno sa mga Institusyon ng Mas Mataas na Edukasyon

Leadership in higher education institutions is increasingly recognized as a core driver of institutional quality, academic excellence, and organizational responsiveness to change. Contemporary scholarship frames HEI leadership as a multidimensional construct that encompasses administrative governance, instructional oversight, faculty development, and strategic vision. Recent studies underscore that higher education leaders operate in complex environments shaped by massification, digitalization, and intensified accountability pressures, requiring adaptive and learning-oriented leadership orientations (Daher-Armache et al., 2025). Effective deans, program chairs, and department heads are now expected to build cultures that support instructional innovation and student success beyond mere resource management (Aquino, 2025). Empirical work from the Philippines and other emerging systems consistently shows that strong leadership is associated with clearer instructional standards, more consistent supervision, and improved faculty performance (Gudmalin & Apostol, 2024). This growing body of research reinforces the value of examining leadership styles and instructional management behaviors in tandem to understand how HEIs sustain quality teaching and learning across diverse institutional contexts.

Ang pamumuno sa mga institusyon ng mas mataas na edukasyon ay lalong kinikilala bilang pangunahing driver ng kalidad ng institusyon, kahusayan sa akademiko, at responsibilidad ng organisasyon sa pagbabago. Ang kontemporaryong pag-aaral ay naglalagay ng pamumuno sa HEI bilang isang multidimensional na konstrukto na sumasaklaw sa pamamahala ng administrasyon, pangangasiwa ng pagtuturo, pagpapaunlad ng guro, at estratehikong bisyon. Ang mga kamakailang pag-aaral ay nagbibigay-diin na ang mga lider ng mas mataas na edukasyon ay nag-ooperate sa mga kumplikadong kapaligiran na hinubog ng massification, digitalisasyon, at matinding mga pangangailangan sa pananagutan. Ang empirikong gawa mula sa Pilipinas at iba pang



umuusbong na mga sistema ay patuloy na nagpapakita na ang matibay na pamumuno ay nauugnay sa mas malinaw na mga pamantayang pang-instruks yon at pinahusay na pagganap ng guro.

Transformational Leadership in HEIs | Transformasyonal na Pamumuno sa mga HEI

Transformational leadership has been widely recognized as the preferred leadership orientation in higher education because of its emphasis on vision, intellectual stimulation, and individualized consideration of staff. Recent reviews demonstrate that transformational leaders in universities foster innovation, research productivity, and professional commitment by articulating clear goals and supporting collaborative decision-making (Akdere & Egan, 2020; Da, 2025). In Asian and European HEIs, transformational leadership has been linked to stronger organizational climate, higher faculty engagement, and greater capacity to navigate rapid policy and technological changes (Al-Husseini et al., 2021; Cheng & Zhu, 2025). Studies conducted across both basic and higher education report that transformational behaviors, such as inspirational motivation and supportive supervision, predict teacher job satisfaction, organizational commitment, and willingness to exceed minimum role requirements (Alzoraiki et al., 2023; Purwanto & Sulaiman, 2023; Ullah et al., 2018). These converging findings position transformational leadership as a foundational orientation for academic leaders seeking to enhance instructional practices and improve learning outcomes across diverse cultural and institutional settings.

Ang transformasyonal na pamumuno ay malawakang kinikilala bilang ang ginustong oryentasyon ng pamumuno sa mas mataas na edukasyon dahil sa diin nito sa bisyon, intelektwal na stimulasyon, at indibiduwalisadong pagsasaalang-alang sa mga kawani. Ang mga kamakailang pagsusuri ay nagpapakita na ang mga transformasyonal na lider sa mga unibersidad ay nagtataguyod ng inobasyon, produktibidad sa pananaliksik, at propesyonal na pangako sa pamamagitan ng malinaw na artikulasyon ng mga layunin at pagsuporta sa collaborative na paggawa ng desisyon. Sa mga HEI ng Asya at Europa, ang transformasyonal na pamumuno ay nauugnay sa mas matibay na klimang pang-organisasyon, mas mataas na pakikipag-ugnayan ng guro, at mas malaking kakayahan upang mag-navigate ng mabilis na mga pagbabago sa patakaran at teknolohiya.

Transactional Leadership in Higher Education | Transaksyonal na Pamumuno sa Mas Mataas na Edukasyon

Transactional leadership, centered on contingent rewards, rule compliance, and corrective feedback, remains prevalent in many educational systems due to its alignment with performance monitoring and institutional accountability structures. Systematic reviews suggest that transactional leadership contributes to short-term task completion and role clarity; however, its impact on deeper engagement and innovation is consistently weaker than that of transformational leadership (Garger et al., 2023; Da, 2025). In higher education, transactional leadership has been associated with moderate gains in staff performance where expectations and reward systems are clearly communicated, particularly in contexts with strong bureaucratic controls (Mwesigwa et al., 2020; Wanjiru et al., 2025). Overreliance on transactional mechanisms, however, risks limiting faculty autonomy, creativity, and intrinsic motivation, which are critical for scholarly and pedagogical innovation (Akdere & Egan, 2020; Nassanga, 2024). Literature broadly supports the view that effective academic leaders blend transformational and transactional elements, but institutions prioritizing transformational orientations tend to report more sustainable improvements in teaching and learning quality.

Ang transaksyonal na pamumuno, na nakatuon sa mga contingent reward, pagsunod sa panuntunan, at corrective feedback, ay nananatiling lagapan sa maraming sistema ng edukasyon dahil sa pagkakahanay nito sa pagsubaybay ng pagganap at mga istruktura ng pananagutan ng institusyon. Ang mga sistematikong pagsusuri ay nagmumungkahi na ang transaksyonal na pamumuno ay nag-aambag sa panandaliang pagkumpleto ng gawain at kalinawan ng papel; gayunpaman, ang epekto nito sa mas malalim na pakikipag-ugnayan at inobasyon ay patuloy na mas mahina kaysa sa transformasyonal na pamumuno. Sa mas mataas na edukasyon, ang transaksyonal na pamumuno ay nauugnay sa katamtamang mga pakinabang sa pagganap ng kawani kung saan ang mga inaasahan at sistema ng gantimpala ay malinaw na ipinaliliwanag.



Instructional Leadership Theory and Management Behavior | Teorya ng Liderasyon sa Pagtuturo at Gawi sa Pamamahala

Instructional leadership, conceptualized by Hallinger and Murphy (1985) as a set of purposeful practices aimed at improving teaching and learning, remains one of the most empirically validated constructs in educational leadership research. The framework organizes instructional leadership functions into three domains: defining the school mission through goal setting and communication; managing the instructional program through supervision, curriculum coordination, and progress monitoring; and promoting a positive school learning climate through visibility, professional development, academic standards enforcement, and incentive provision. While originally developed for basic education principals, its applicability has been progressively extended to higher education settings, where academic leaders similarly shape curriculum delivery, instructional quality, and faculty professional growth (Habibi et al., 2025; Corpuz & Tindowen, 2025). Empirical work demonstrates that instructional leadership behaviors are positively related to teacher self-efficacy, collective professional learning, and student achievement across diverse national and institutional contexts (Gümüş & Bellibaş, 2021; Ma & Marion, 2021; Mora-Ruano et al., 2021).

Ang liderasyon sa pagtuturo, na kinonseptuwalisado nina Hallinger at Murphy (1985) bilang isang hanay ng mga purposeful na gawi na naglalayong mapabuti ang pagtuturo at pagkatuto, ay nananatiling isa sa pinaka-empirikong validated na konstrukto sa pananaliksik sa pamumuno sa edukasyon. Ang balangkas ay nag-oorganisa ng mga tungkulin ng liderasyon sa pagtuturo sa tatlong domain: ang pagtukoy sa misyon ng paaralan sa pamamagitan ng pagtatakda ng layunin at komunikasyon; ang pamamahala ng programa ng pagtuturo sa pamamagitan ng pangangasiwa, koordinasyon ng kurikulum, at pagsubaybay sa pag-unlad; at ang pagtataguyod ng positibong kapaligiran sa pagkatuto sa paaralan. Ang empirikong gawa ay nagpapakita na ang mga gawi sa liderasyon ng pagtuturo ay positibong may kaugnayan sa self-efficacy ng guro, kolektibong propesyonal na pagkatuto, at tagumpay ng mag-aaral.

Leadership Styles and Instructional Management: Empirical Links | Mga Empirikong Ugnayan

A growing strand of research examines how leadership styles shape instructional management behaviors and, by extension, teacher practice and student outcomes. Studies consistently indicate that transformational leadership predicts higher levels of instructional supervision, collaborative planning, and data-informed decision-making, whereas purely transactional approaches tend to emphasize monitoring and compliance without robust pedagogical support (Nassanga, 2024; Özdemir et al., 2020). In Philippine and international contexts, transformational leaders are more likely to protect instructional time, provide instructional coaching, and foster shared responsibility for student learning (Aquino, 2025; Gudmalin & Apostol, 2024). Transactional leadership, when balanced with transformational elements, can still contribute positively by clarifying performance expectations and providing consistent feedback and incentives aligned with instructional standards (Purwanto & Sulaiman, 2023; Wanjiru et al., 2025). Empirical models further show that this relationship may be mediated by organizational trust, collective teacher efficacy, and institutional climate, highlighting the relational and psychological mechanisms that connect leadership styles to classroom practice (Karakose et al., 2024; Akdere & Egan, 2020). This evidence base provides direct theoretical support for the present study's investigation of the predictive relationship between leadership styles and instructional management behavior in Philippine HEI contexts.

Ang lumalaking strand ng pananaliksik ay sinisiyasat kung paano ang mga estilo ng pamumuno ay humuhubog sa mga gawi sa pamamahala ng pagtuturo at, sa pamamagitan nito, sa gawi ng guro at mga resulta ng mag-aaral. Ang mga pag-aaral ay patuloy na nagpapakita na ang transformasyonal na pamumuno ay nagtataya ng mas mataas na antas ng pangangasiwa ng pagtuturo, collaborative na pagpapalano, at paggawa ng desisyon na batay sa datos, habang ang mga purong transaksyonal na diskarte ay may kalakas na bigyang-diin ang pagsubaybay at pagsunod nang walang matibay na suporta sa pedagohiya. Ang mga empirikong modelo ay nagpapakita pa rin



na ang ugnayan na ito ay maaaring mapamagitan ng tiwala ng organisasyon, kolektibong bisa ng guro, at institutional na klima, na nagha-highlight ng mga relasyonal at sikolohikal na mekanismo na nag-uugnay ng mga estilo ng pamumuno sa gawi sa silid-aralan.

Leadership Development in HEIs | Pagpapaunlad ng Pamumuno sa mga HEI

Recent scholarship on leadership development in higher education emphasizes the need to intentionally cultivate leadership capacities that explicitly support instructional improvement. Global reviews note that many HEIs lack structured, practice-oriented leadership pathways, resulting in academic leaders who are strong in disciplinary expertise but underprepared for complex leadership and instructional management responsibilities (Daher-Armache et al., 2025). Studies from the Philippines and comparable systems call for leadership development programs that integrate transformational leadership principles, instructional leadership competencies, and skills in data-driven decision-making and faculty development (Oppong & Oduro-Asabere, 2025). Empirical evidence further shows that leadership training can enhance leaders' self-efficacy, reflective practice, and motivation to engage in ongoing professional learning, especially when programs incorporate mentoring, coaching, and experiential learning components (Gamboa et al., 2021). The absence of such structured, contextually grounded programs in many Philippine HEIs underscores the urgency of evidence-based leadership development frameworks tailored to local institutional realities and aligned with CHED quality assurance mandates.

Ang kamakailang pag-aaral sa pagpapaunlad ng pamumuno sa mas mataas na edukasyon ay nagbibigay-diin sa pangangailangan na sadyang paunlarin ang mga kakayahan sa pamumuno na malinaw na sumusuporta sa pagpapabuti ng pagtuturo. Ang mga pandaigdigang pagsusuri ay nagsasaad na maraming HEI ang kulang sa mga nakabalangkas, praktikal na oryentadong mga landas ng pamumuno, na nagreresulta sa mga akademikong lider na malakas sa kadalubhasaan sa disiplina ngunit hindi handa para sa kumplikadong pamumuno at mga responsibilidad sa pamamahala ng pagtuturo. Ang empirikong ebidensya ay nagpapakita pa rin na ang pagsasanay sa pamumuno ay maaaring mapahusay ang self-efficacy ng mga lider, reflective na gawi, at motibasyon upang makisali sa patuloy na propesyonal na pagkatuto, lalo na kapag ang mga programa ay nagsasama ng mentoring, coaching, at mga experiential na bahagi.

Methodology

Research Design

This study employed a quantitative, descriptive-correlational design to investigate the nature and strength of the relationship between leadership styles and instructional management behavior. The descriptive component systematically characterized the leadership practices and instructional management behaviors of program heads, while the correlational component quantified the directional associations between these variables using appropriate statistical techniques. A structured self-report survey questionnaire served as the primary data-collection instrument. The non-experimental nature of the design is appropriate for educational leadership research in naturalistic settings where causal manipulation is neither feasible nor ethically appropriate (Creswell & Creswell, 2017).

Gumamit ang pag-aaral na ito ng deskriptibo-korrelasyonal na disenyo para siyasin ang likas na katangian at lakas ng ugnayan sa pagitan ng mga estilo ng pamumuno at gawi sa pamamahala ng pagtuturo. Ang deskriptibong bahagi ay sistematikong nailalarawan ang mga gawi sa pamumuno ng mga pinuno ng programa, habang ang korrelasyonal na bahagi ay nagbibilang ng mga direksyonal na ugnayan sa pagitan ng mga variable na ito gamit ang naaangkop na mga teknikal na estadistika. Ang isang nakabalangkas na self-report na survey questionnaire ay nagsilbing pangunahing instrumento sa pagkolekta ng datos.

Participants and Sampling



The study population comprised 101 program heads serving as Deans and Chairpersons in public state universities and private colleges located in the northern and central areas of Cebu Province, Philippines. A non-probability total population sampling strategy was employed, inviting all eligible program heads from the identified institutions to participate. This approach maximizes coverage and representativeness within the defined population while aligning with best-practice guidance for quantitative educational leadership research in bounded institutional contexts (Ahmed, 2024; Memon et al., 2025). Participation was voluntary and governed by informed consent protocols consistent with ethical standards for educational research. Demographically, 54.46% of respondents were male and 45.54% were female. Most (53.47%) were aged 31 to 40 years. A substantial majority (52.48%) held doctoral degrees, and 78.21% had one to ten years of experience as program heads. Seventy percent came from public institutions, and 62.38% had attended eleven or more professional development activities.

Ang populasyon ng pag-aaral ay binubuo ng 101 pinuno ng programa na nagsisilbing mga Dekano at Tagapangulo sa mga pampublikong estado ng unibersidad at mga pribadong kolehiyo na matatagpuan sa hilaga at gitnang bahagi ng Lalawigan ng Cebu, Pilipinas. Ginamit ang isang non-probability total population sampling strategy, na inaanyayahan ang lahat ng karapat-dapat na pinuno ng programa mula sa mga natukoy na institusyon na lumahok. Ang diskarteng ito ay nagpapalaki ng saklaw at representatibo sa loob ng tinukoy na populasyon. Ang demografikong profile ay nagpapakita ng 54.46% na lalaki, karamihan ay may edad 31 hanggang 40 taon (53.47%), 52.48% ay may doktoral na degree, at 70% ay nagmula sa mga pampublikong institusyon.

Instruments

Three instruments were employed. The demographic questionnaire captured profile variables including sex, age, educational attainment, years of experience, institutional type, professional development activities attended, and departmental affiliation. Leadership styles were measured using an adapted version of the Multifactor Leadership Questionnaire (MLQ) as operationalized by Martinez-Leon et al. (2020), encompassing five transformational dimensions (idealized influence attributed, idealized influence behavior, inspirational motivation, intellectual stimulation, and individualized consideration) and two transactional dimensions (contingent reward and management by exception), rated on a 5-point Likert scale. Instructional management behavior was assessed using the Principal Instructional Management Rating Scale (PIMRS) developed by Hallinger and Murphy (1985), covering eleven dimensions rated on a 5-point frequency scale. Both instruments had established reliability and validity from prior educational leadership studies.

Tatlong instrumento ang ginamit. Ang demographic questionnaire ay kumukuha ng mga variable ng profile kasama ang kasarian, edad, pinakamataas na educational attainment, taon ng karanasan, uri ng institusyon, at mga aktibidad sa propesyonal na pag-unlad. Ang mga estilo ng pamumuno ay sinusukat gamit ang isang pinagsama-samang bersyon ng Multifactor Leadership Questionnaire (MLQ) na naka-operationalize ng Martinez-Leon et al. (2020), na sumasaklaw sa limang transformasyonal na dimensyon at dalawang transaksyonal na dimensyon. Ang gawi sa pamamahala ng pagtuturo ay sinuri gamit ang Principal Instructional Management Rating Scale (PIMRS) na binuo nina Hallinger at Murphy (1985), na sumasaklaw sa labing-isang dimensyon.

Data Analysis

Data were analyzed using IBM SPSS. Descriptive statistics, including means and standard deviations, characterized the levels of leadership styles and instructional management behavior. Pearson product-moment correlation was used to test the null hypothesis of no significant relationship between leadership styles and instructional management behavior at the 0.05 significance level. Multiple regression analysis identified the extent to which leadership styles predicted instructional management behavior as a composite outcome. Ethical



clearance was obtained prior to data collection, and all data were anonymized to protect participant confidentiality.

Ang datos ay sinuri gamit ang IBM SPSS. Ang deskriptibong istatistika, kabilang ang mga kahulugan at karaniwang paglihis, ay nagpapakilala sa mga antas ng mga estilo ng pamumuno at gawi sa pamamahala ng pagtuturo. Ang Pearson product-moment correlation ay ginamit upang subukan ang null hypothesis ng walang makabuluhang ugnayan sa pagitan ng mga estilo ng pamumuno at gawi sa pamamahala ng pagtuturo sa antas ng kahalagahan na 0.05. Natanggap ang etikal na pagkukumpirma bago ang koleksyon ng datos, at ang lahat ng datos ay na-anonymize upang protektahan ang pagiging kumpidensyal ng kalahok.

Results and Discussion

Transformational Leadership Styles

Program heads demonstrated uniformly high levels of transformational leadership across all five dimensions measured. Idealized influence behavior registered the highest overall mean ($M = 4.89$, $SD = 0.32$), with respondents consistently affirming that they communicate core values, maintain ethical standards in decision-making, and emphasize a shared institutional mission. Idealized influence attributed ($M = 4.64$, $SD = 0.49$) similarly reflected strong perceptions of role modeling and principled behavior that generate organizational pride and trust. Inspirational motivation ($M = 4.59$, $SD = 0.59$) captured leaders' capacity to articulate an optimistic institutional vision and communicate confidence in achieving collective goals, reinforcing forward-looking and aspirational leadership cultures. Intellectual stimulation ($M = 4.64$, $SD = 0.48$) indicated that leaders regularly engage faculty in reflective, critical, and multi-perspective reasoning about academic and operational problems. Individualized consideration ($M = 4.60$, $SD = 0.49$) reflected a leadership orientation that recognizes the unique developmental needs of faculty members and invests in personalized mentoring and capacity-building. The aggregated transformational leadership score across all dimensions exceeded 4.50, consistently interpreted as Strongly Agree, indicating that transformational leadership is not aspirationally but operationally embedded in the daily practice of program heads.

Ipinakita ng mga pinuno ng programa ang pantay-pantay na mataas na antas ng transformasyonal na pamumuno sa lahat ng limang dimensyon na sinusukat. Ang idealized influence behavior ay nagpakita ng pinakamataas na pangkalahatang mean ($M = 4.89$, $SD = 0.32$). Ang inspirasyonal na motibasyon ($M = 4.59$, $SD = 0.59$) ay kumukuha ng kakayahan ng mga lider na magsalita ng isang maasahang institutional na bisyon. Ang intelektwal na stimulasyon ($M = 4.64$, $SD = 0.48$) ay nagpapakita na ang mga lider ay regular na nakikipag-ugnayan sa guro sa kritikal at multi-perspektibong pangangatwiran. Ang indibiduwalisadong pagsasaalang-alang ($M = 4.60$, $SD = 0.49$) ay nagpapakita ng isang orientasyon sa pamumuno na kinikilala ang natatanging mga pangangailangan sa pag-unlad ng mga miyembro ng guro.

Transactional Leadership Styles

Transactional leadership was also strongly reported, though at slightly lower composite levels than transformational practices. Contingent reward ($M = 4.48$, $SD = 0.55$) revealed that program heads clearly communicate performance expectations, provide explicit recognition for goal achievement, and express satisfaction when institutional standards are met. Management by exception ($M = 4.36$, $SD = 0.60$) demonstrated that leaders maintain structured oversight of performance, address deviations from established standards, and attend to errors and compliance concerns. While both dimensions registered strong agreement ratings, they reflected a leadership posture oriented more toward accountability maintenance than developmental empowerment, consistent with the theoretical distinction between transactional and transformational leadership orientations.



Ang transaksyonal na pamumuno ay lubos ding iniulat, bagama't sa bahagyang mas mababang antas kaysa sa mga transformasyonal na gawi. Ang contingent reward ($M = 4.48$, $SD = 0.55$) ay nagpapakita na malinaw na ipinaliliwanag ng mga pinuno ng programa ang mga inaasahan sa pagganap at nagbibigay ng explicit na pagkilala para sa pagkamit ng layunin. Ang management by exception ($M = 4.36$, $SD = 0.60$) ay nagpapakita na pinapanatili ng mga lider ang nakabalangkas na pangangasiwa ng pagganap at tinatantiya ang mga paglihis mula sa mga itinatag na pamantayan.

Instructional Management Behavior

Program heads reported very high levels of instructional management behavior across all eleven dimensions. Supervising and evaluating instruction ($M = 4.57$, $SD = 0.51$) and framing the school goals ($M = 4.57$, $SD = 0.51$) registered the highest scores, indicating that leaders prioritize systematic classroom observation, structured feedback, and clear articulation of data-driven academic goals. Communicating the school goals ($M = 4.42$, $SD = 0.53$), coordinating the curriculum, monitoring student progress, protecting instructional time, maintaining high visibility, providing incentives for teachers, promoting professional development, developing and enforcing academic standards, and providing incentives for learning all registered means above 4.20, consistently falling within the Almost Always frequency band. These results collectively indicate that program heads enact a comprehensive and multi-dimensional instructional management profile, actively integrating supervision, curriculum governance, faculty support, and student-centered accountability into their day-to-day leadership practice.

Ang mga pinuno ng programa ay nag-ulat ng napakataas na antas ng gawi sa pamamahala ng pagtuturo sa lahat ng labing-isang dimensyon. Ang pangangasiwa at pagsusuri ng pagtuturo ($M = 4.57$, $SD = 0.51$) at ang pagbalangkas ng mga layunin ng paaralan ($M = 4.57$, $SD = 0.51$) ay nagpakita ng pinakamataas na mga marka, na nagpapahiwatig na ang mga lider ay inuuna ang sistematikong obserbasyon sa silid-aralan at malinaw na artikulasyon ng mga layuning akademiko na batay sa datos. Ang lahat ng labing-isang dimensyon ng gawi sa pamamahala ng pagtuturo ay nagpakita ng mga mean na higit sa 4.20, na patuloy na nahuhulog sa frequency band ng Halos Palagi.

Relationship Between Leadership Styles and Instructional Management Behavior

Pearson correlation analysis revealed a significant positive relationship between transformational leadership and instructional management behavior ($r = 0.68$, $p < 0.001$). All five transformational dimensions correlated significantly with the composite instructional management score, with the strongest associations observed for idealized influence behavior and individualized consideration. The null hypothesis of no significant relationship between transformational leadership and instructional management behavior was therefore rejected. Conversely, while transactional leadership also showed a moderate positive correlation with instructional management behavior ($r = 0.41$, $p < 0.05$), subsequent regression analysis indicated that transactional leadership did not yield a statistically significant independent predictive effect once transformational leadership was included as a co-predictor. Multiple regression results confirmed that transformational leadership was the primary and statistically significant predictor of instructional management behavior (Beta = 0.59, $p < 0.001$), accounting for approximately 46% of variance in instructional management scores. These findings affirm the theoretical primacy of transformational leadership as a driver of instructional governance in higher education contexts.

Ang pagsusuri ng Pearson correlation ay nagpapakita ng makabuluhang positibong ugnayan sa pagitan ng transformasyonal na pamumuno at gawi sa pamamahala ng pagtuturo ($r = 0.68$, $p < 0.001$). Ang lahat ng limang transformasyonal na dimensyon ay makabuluhang may kaugnayan sa composite na marka ng pamamahala ng pagtuturo. Ang transaksyonal na pamumuno ay nagpakita ng katamtamang positibong ugnayan sa gawi sa pamamahala ng pagtuturo ($r = 0.41$, $p < 0.05$), ngunit ang kasunod na regression analysis ay nagpapakita na ang transaksyonal na pamumuno ay hindi nagbunga ng makabuluhang independyenteng epekto sa hula.



Kinumpirma ng mga resulta ng multiple regression na ang transformasyonal na pamumuno ay ang pangunahing at makabuluhang estadistikong tagahula ng gawi sa pamamahala ng pagtuturo ($\text{Beta} = 0.59, p < 0.001$).

Discussion

Transformational Leadership as Instructional Catalyst

The dominant presence of transformational leadership among program heads in this study is consistent with an expanding international literature that positions transformational leadership as a foundational competency for academic administrators navigating accountability demands and educational reform. The finding that all five transformational dimensions were rated in the Strongly Agree range aligns with evidence from Asian HEIs, where transformational leadership has been shown to foster faculty engagement, innovation culture, and instructional quality (Al-Husseini et al., 2021; Cheng & Zhu, 2025). Particularly notable is the exceptionally high rating for idealized influence behavior, suggesting that program heads in this Philippine context are perceived as principled, mission-driven role models whose ethical conduct and value clarity inspire collective alignment and institutional trust. This resonates with scholarship demonstrating that ethical and value-centered leadership is a significant predictor of teacher commitment and professional identity in both basic and higher education (Hlongwane & Bhengu, 2025; Teoh et al., 2022).

Ang nangingibabaw na presensya ng transformasyonal na pamumuno sa mga pinuno ng programa sa pag-aaral na ito ay naaayon sa lumalawak na internasyonal na literatura na naglalagay ng transformasyonal na pamumuno bilang isang pundasyon na kakayahan para sa mga tagapangasiwa ng akademiko. Ang natuklasan na ang lahat ng limang transformasyonal na dimensyon ay na-rate sa hanay ng Strongly Agree ay naaayon sa ebidensya mula sa mga HEI ng Asya, kung saan ang transformasyonal na pamumuno ay ipinakita upang itaguyod ang pakikipag-ugnayan ng guro, kultura ng inobasyon, at kalidad ng pagtuturo. Lalo na kapansin-pansin ang napakataas na rating para sa idealized influence behavior, na nagmumungkahi na ang mga pinuno ng programa sa konteksto ng Pilipinas ay tinatanaw bilang prinsipyado at misyon-pinamunuang mga modelo ng papel.

The significant positive correlation between transformational leadership and instructional management behavior extends theoretical understanding of how leadership styles translate into concrete instructional governance practices. The regression finding that transformational leadership explains approximately 46% of variance in instructional management underscores its explanatory power beyond merely descriptive associations. These results complement and advance earlier studies, which demonstrated that transformational leadership predicts higher levels of instructional supervision, curriculum coordination, and professional development support in educational organizations (Nassanga, 2024; Özdemir et al., 2020). In the Philippine HEI context specifically, this finding suggests that leaders who embody transformational orientations are more inclined to engage deeply with instructional processes, not simply as oversight functions but as relational and developmental investments in faculty capacity. This perspective aligns with the conceptualization of instructional leadership as a people-centered as much as a system-centered practice (Hallinger, 2011; Corpuz & Tindowen, 2025).

Ang makabuluhang positibong ugnayan sa pagitan ng transformasyonal na pamumuno at gawi sa pamamahala ng pagtuturo ay nagpapalawak ng teoretikal na pag-unawa kung paano ang mga estilo ng pamumuno ay nagsasalin sa mga kongkretong gawi sa pamamahala ng pagtuturo. Ang natuklasan ng regression na ang transformasyonal na pamumuno ay nagpapaliwanag ng humigit sa 46% ng variance sa pamamahala ng pagtuturo ay nagbibigay-diin sa kapangyarihang nagpapaliwanag nito. Sa konteksto ng Philippine HEI, iminumungkahi ng natuklasang ito na ang mga lider na nagtataglay ng mga transformasyonal na oryentasyon ay mas hilig na makipag-ugnayan nang malalim sa mga proseso ng pagtuturo bilang mga pag-aari ng relasyon at pag-unlad sa kakayahan ng guro.

The Role of Transactional Leadership in Instructional Contexts



The presence of transactional leadership behaviors among program heads is theoretically coherent given the accountability structures that characterize Philippine higher education, including CHED accreditation requirements, outcome-based education mandates, and institutional performance monitoring systems. The finding that transactional leadership did not independently predict instructional management behavior when included alongside transformational leadership reflects the theoretical position that transactional mechanisms are necessary but not sufficient conditions for instructional improvement. This is consistent with the augmentation hypothesis within Full Range Leadership theory, which proposes that transformational leadership builds upon and amplifies the effects of transactional leadership rather than replacing it entirely (Bass & Riggio, 2006). From a practical standpoint, program heads who complement transactional accountability structures with transformational developmental practices are likely to achieve richer instructional management outcomes than those who rely on compliance mechanisms alone (Purwanto & Sulaiman, 2023; Wanjiru et al., 2025). Institutional attention to this complementary dynamic is therefore important for structuring leadership development programs that build both accountability competence and transformational relational capacity.

Ang presensya ng mga gawi sa transaksyonal na pamumuno sa mga pinuno ng programa ay teoretikal na magkakaugnay sa mga istruktura ng pananagutan na nagpapakilala sa mas mataas na edukasyon ng Pilipinas. Ang natuklasan na ang transaksyonal na pamumuno ay hindi nakapag-predict ng gawi sa pamamahala ng pagtuturo nang nagsasarili kapag kasama ang transformasyonal na pamumuno ay sumasalamain sa teoretikal na posisyon na ang mga mekanismo ng transaksyon ay kinakailangan ngunit hindi sapat na mga kondisyon para sa pagpapabuti ng pagtuturo. Ang mga pinuno ng programa na nagdadagdag ng mga istruktura ng pananagutan ng transaksyon sa mga transformasyonal na gawi ng pag-unlad ay malamang na makamit ang mas mayamang mga resulta sa pamamahala ng pagtuturo.

Comprehensive Instructional Management and Its Organizational Significance

The universally high ratings across all eleven instructional management dimensions suggest that the program heads sampled in this study possess and enact a broadly comprehensive instructional leadership repertoire. The particular strength observed in supervising and evaluating instruction reflects an alignment with international evidence that active classroom presence and structured feedback are among the most proximal drivers of instructional quality improvement (Grissom et al., 2021; Kraft et al., 2018). The high scores on goal framing and communication indicate that leaders integrate institutional vision into operational guidance, creating conditions for teacher coherence and professional alignment. This multi-dimensional profile of instructional management suggests that Philippine HEI leaders are increasingly moving beyond purely administrative conceptions of their role toward an engaged, instructionally centered leadership identity, a shift that is both nationally significant under CMO 46 requirements and internationally relevant given global calls for more instructionally active academic governance (Daher-Armache et al., 2025; Hallinger et al., 2020).

Ang pantay-pantay na mataas na ratings sa lahat ng labing-isang dimensyon ng pamamahala ng pagtuturo ay nagmumungkahi na ang mga pinuno ng programa na sinamplangan sa pag-aaral na ito ay nagtataglay at gumagamit ng malawak na komprehensibong repertoire ng liderasyon ng pagtuturo. Ang partikular na lakas na naobserbahan sa pangangasiwa at pagsusuri ng pagtuturo ay sumasalamain sa pagkakatugma sa internasyonal na ebidensya na ang aktibong presensya sa silid-aralan at nakabalangkas na feedback ay kabilang sa pinaka-proximal na mga driver ng pagpapabuti ng kalidad ng pagtuturo. Ang multi-dimensional na profile ng pamamahala ng pagtuturo ay nagmumungkahi na ang mga lider ng Philippine HEI ay lalong lumalampas sa mga puro administratibong konsepto ng kanilang papel patungo sa isang engaged, instructionally centered na pagkakakilanlan sa pamumuno.

Implications for Leadership Development in Philippine HEIs



The confluence of findings across leadership styles and instructional management dimensions carries substantive implications for leadership policy, professional development design, and institutional governance structures in Philippine higher education. First, the primacy of transformational leadership in predicting instructional management behavior provides a strong empirical rationale for centering leadership development programs on transformational competencies, including vision leadership, mentoring capacity, intellectual facilitation, and values-based decision-making. These competencies should be explicitly embedded in faculty selection criteria, promotion frameworks, and continuing professional development structures aligned with CHED standards. Second, the comprehensive instructional management profile of current program heads suggests an institutional readiness to deepen and systematize instructional governance. HEIs may consider establishing structured instructional leadership standards, peer observation systems, and data-informed curriculum review processes that institutionalize rather than personalize strong instructional management. Third, the regional focus of this study on Cebu HEIs highlights the importance of contextualizing leadership development within local educational cultures, resource environments, and community-university relationships, ensuring that frameworks are not merely imported from other systems but grown from Philippine empirical ground.

Ang pagsasama ng mga natuklasan sa mga estilo ng pamumuno at mga dimensyon ng pamamahala ng pagtuturo ay may malalim na implikasyon para sa patakaran sa pamumuno, disenyo ng propesyon na pag-unlad, at mga istruktura ng pamamahala ng institusyon sa mas mataas na edukasyon ng Pilipinas. Una, ang pangunguna ng transformasyonal na pamumuno sa pag-predict ng gawi sa pamamahala ng pagtuturo ay nagbibigay ng matibay na empirikong makatuwiran para sa paggigiit ng mga programa sa pagpapaunlad ng pamumuno sa mga kakayahan ng transformasyon. Pangalawa, ang komprehensibong profile ng pamamahala ng pagtuturo ng mga kasalukuyang pinuno ng programa ay nagmumungkahi ng institusyonal na pagiging handa upang palalimin at sistematikong pamamahala ng pagtuturo. Pangatlo, ang regional na pokus ng pag-aaral na ito sa Cebu HEIs ay nagha-highlight ng kahalagahan ng pag-contextualize ng pagpapaunlad ng pamumuno sa loob ng mga lokal na kultura sa edukasyon.

Conclusion and Recommendations

This study contributes empirical and theoretical insight into the relationship between leadership styles and instructional management behavior among program heads in Philippine higher education institutions. The findings establish that transformational leadership is the predominant and statistically significant predictor of instructional management behavior, while transactional leadership, though present and structurally important, does not independently drive instructional management when evaluated alongside transformational practices. Both leadership styles were strongly reported, and instructional management behavior was comprehensively and consistently enacted across all eleven measured dimensions, reflecting a leadership cohort that is academically prepared, professionally active, and instructionally engaged.

Ang pag-aaral na ito ay nag-aambag ng empirikong at teoretikal na pananaw sa ugnayan sa pagitan ng mga estilo ng pamumuno at gawi sa pamamahala ng pagtuturo sa mga pinuno ng programa sa mga institusyon ng mas mataas na edukasyon sa Pilipinas. Ang mga natuklasan ay nagtatatag na ang transformasyonal na pamumuno ay ang nangunguna at makabuluhang estadistikong tagahula ng gawi sa pamamahala ng pagtuturo, habang ang transaksyonal na pamumuno, bagama't naroroon at mahalaga sa istruktura, ay hindi nakapag-drive ng gawi sa pamamahala ng pagtuturo nang nagsasarili kapag sinuri kasama ang mga transformasyonal na gawi.

These findings affirm the applicability of transformational and instructional leadership theory to Philippine HEI contexts and provide a nuanced empirical foundation for designing leadership development initiatives that strengthen transformational competencies alongside structured accountability mechanisms. The study recommends that HEIs, CHED, and educational policymakers invest in sustained, evidence-based leadership development programs that integrate transformational leadership competency building with instructional management skill development, contextually grounded mentoring structures, and data-informed professional



learning systems. Future research should extend this work through longitudinal designs, explore mediating and moderating variables such as organizational trust, collective teacher efficacy, and institutional culture, and validate the proposed framework across other Philippine regions and institutional typologies.

Ang mga natuklasang ito ay nagpapatunay ng naaangkop na aplikasyon ng transformasyonal at instructional leadership theory sa mga konteksto ng Philippine HEI at nagbibigay ng nuanced na empirikong pundasyon para sa pagdidisenyo ng mga inisyatiba sa pagpapaunlad ng pamumuno na nagpapatibay ng mga kakayahan ng transformasyon kasabay ng mga nakabalangkas na mekanismo ng pananagutan. Inirerekumenda ng pag-aaral na mag-invest ang mga HEI, CHED, at mga tagapaglikha ng patakaran sa edukasyon sa tuluy-tuloy, batay sa ebidensya na mga programa ng pagpapaunlad ng pamumuno. Ang hinaharap na pananaliksik ay dapat palawakin ang gawaing ito sa pamamagitan ng mga longitudinal na disenyo at tuklasin ang mga mediating at moderating na variable tulad ng tiwala ng organisasyon at kolektibong bisa ng guro.

References

- Ahmed, I. (2024). A review of purposive sampling in qualitative and quantitative educational research. *International Journal of Research Methodology in Education*, 7(1), 44–58.
- Akdere, M., & Egan, T. (2020). Transformational leadership and human resource development: Linking employee learning, job satisfaction, and organizational performance. *Human Resource Development Quarterly*, 31(4), 393–421. <https://doi.org/10.1002/hrdq.21404>
- Al-Husseini, S., El Beltagi, I., & Moizer, J. (2021). Transformational leadership and innovation: The mediating role of knowledge sharing amongst higher education faculty. *International Journal of Leadership in Education*, 24(5), 670–693. <https://doi.org/10.1080/13603124.2019.1588381>
- Aquino, R. M. (2025). Academic leadership and institutional responsiveness in Philippine higher education: A qualitative inquiry. *Philippine Journal of Higher Education Research*, 12(1), 28–47.
- Bass, B. M. (1985). *Leadership and performance beyond expectations*. Free Press.
- Bass, B. M., & Riggio, R. E. (2006). *Transformational leadership* (2nd ed.). Lawrence Erlbaum Associates.
- Breevaart, K., & Bakker, A. B. (2018). Daily transactional and transformational leadership and daily employee engagement. *Journal of Occupational and Organizational Psychology*, 91(2), 340–365. <https://doi.org/10.1111/joop.12206>
- Burns, J. M. (1978). *Leadership*. Harper & Row.
- Campbell, S., Greenwood, M., Prior, S., Shearer, T., Walkem, K., Young, S., Bywaters, D., & Walker, K. (2020). Purposive sampling: Complex or simple? Research case examples. *Journal of Research in Nursing*, 25(8), 652–661. <https://doi.org/10.1177/1744987120927206>
- Cheng, Y., & Zhu, X. (2025). Transformational leadership, faculty engagement, and academic innovation in East Asian universities. *Higher Education Research and Development*, 44(2), 215–231.
- Corpuz, D. R., & Tindown, D. J. (2025). Instructional leadership and teacher self-efficacy in Philippine higher education: A structural model. *Asia-Pacific Education Researcher*, 34(1), 109–124.
- Cotrim, J., Ferreira, J., & Santos, M. (2024). Leadership development in higher education: A systematic review of evidence-based interventions. *Journal of Higher Education Policy and Management*, 46(1), 52–69.
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.
- Da, L. (2025). Transformational versus transactional leadership in higher education: Outcomes and mediating mechanisms. *Educational Management Administration and Leadership*, 53(1), 30–51.
- Daher-Armache, I., Faraj, S., & Khalil, M. (2025). Global trends in leadership development for academic administrators: A meta-synthesis. *International Journal of Educational Management*, 39(2), 189–208.
- Dastane, O. (2020). Impact of transformational leadership on organizational performance: A systematic review. *Journal of International Business Research and Marketing*, 5(3), 68–78.
- Esogon, J. A., Bandiola, R. A., & Didal, R. M. (2024). Transformational leadership and teacher work performance in Philippine public elementary schools. *International Journal of Educational Research Open*, 7, 100315.



- Garger, J., Jacques, P., & Thomas, M. (2023). Transactional leadership revisited: A systematic review and directions for future research. *Leadership and Organization Development Journal*, 44(4), 568–588.
- Gilbert, E., Adesope, O., & Schroeder, N. (2021). Instructional leadership and technology integration in higher education: A meta-analysis. *Computers and Education*, 170, 104231.
- Grissom, J. A., Egalite, A. J., & Lindsay, C. A. (2021). How principals affect students and schools: A systematic synthesis of two decades of research. Wallace Foundation.
- Gudmalin, M. G., & Apostol, R. L. (2024). Instructional leadership, teacher empowerment, and collective efficacy in Philippine public schools. *Asia Pacific Journal of Educators and Education*, 39(1), 78–98.
- Gümüş, S., & Bellibaş, M. S. (2021). Examining the relationship between instructional leadership and teachers' professional learning: A meta-analysis. *Educational Management Administration and Leadership*, 49(5), 723–743.
- Habibi, A., Mukminin, A., & Hadisaputra, P. (2025). Digital instructional leadership in higher education: Emerging practices and theoretical implications. *Computers and Education Open*, 6, 100182.
- Hallinger, P. (2011). Leadership for learning: Lessons from 40 years of empirical research. *Journal of Educational Administration*, 49(2), 125–142. <https://doi.org/10.1108/09578231111116699>
- Hallinger, P., & Murphy, J. (1985). Assessing the instructional management behavior of principals. *Elementary School Journal*, 86(2), 217–247. <https://doi.org/10.1086/461445>
- Hallinger, P., Gümüş, S., & Bellibaş, M. S. (2020). 'Are principals instructional leaders yet?' A science map of the knowledge base on instructional leadership, 1940–2018. *Scientometrics*, 122(3), 1629–1650. <https://doi.org/10.1007/s11192-019-03332-x>
- Hlongwane, V., & Bhengu, T. (2025). Ethical leadership and organizational trust in South African higher education. *Journal of Further and Higher Education*, 49(2), 208–224.
- Karakose, T., Yirci, R., & Papadakis, S. (2024). Instructional leadership, teacher collective efficacy, and student academic outcomes: A mediation analysis. *International Journal of Leadership in Education*, 27(1), 115–137.
- Khan, M. A., Ismail, F. B., Hussain, A., & Alghazali, B. (2020). The interplay of leadership styles, innovative work behavior, organizational learning culture, and employee wellbeing. *SAGE Open*, 10(1), 1–16. <https://doi.org/10.1177/2158244019898264>
- Komara, E., Fauziah, A., & Saepudin, E. (2025). Transformational leadership and learning culture formation among school principals in Indonesia. *Educational Administration Quarterly*, 61(1), 88–114.
- Kraft, M. A., Blazar, D., & Hogan, D. (2018). The effect of teacher coaching on instruction and achievement: A meta-analysis of the causal evidence. *Review of Educational Research*, 88(4), 547–588. <https://doi.org/10.3102/0034654318759268>
- Leithwood, K., Harris, A., & Hopkins, D. (2020). Seven strong claims about successful school leadership revisited. *School Leadership and Management*, 40(1), 5–22. <https://doi.org/10.1080/13632434.2019.1596077>
- Lin, M. H., Shih, C. H., Chen, S. C., & Liu, C. F. (2022). Principals' inspirational leadership and teacher self-efficacy: The role of collective efficacy. *International Journal of Educational Management*, 36(3), 310–326.
- Ma, X., & Marion, R. (2021). Exploring how instructional leadership affects teacher efficacy: A multilevel analysis. *Educational Management Administration and Leadership*, 49(1), 188–207.
- Manguiat, E. C. (2025). Instructional leadership practices of school principals and their effect on teacher motivation and engagement in Philippine elementary education. *Philippine Journal of Educational Research*, 18(1), 66–82.
- Marmol-Dado, R. L. (2024). Leadership styles, school climate, and instructional effectiveness in Philippine secondary schools. *Asia-Pacific Education Review*, 25(2), 181–200.
- Martinez-Leon, I. M., Olmedo-Cifuentes, I., & Martinez-Victoria, M. C. (2020). Leadership style and gender: A study of Spanish cooperatives. *Sustainability*, 12(14), 5782. <https://doi.org/10.3390/su12145782>
- McMahon, T. R. (2021). Academic leadership and the improvement of online instruction in higher education. *Online Learning*, 25(3), 225–244.
- Memon, M. A., Ting, H., Cheah, J.-H., Thursamy, R., Chuah, F., & Cham, T. H. (2025). Sample size for survey research: Review and recommendations. *Journal of Applied Structural Equation Modeling*, 4(2), i–xx.



- Mora-Ruano, J. G., Heine, J. H., & Gebhardt, M. (2021). Does teacher collaboration improve student achievement? Analysis of European PISA 2015 data. *Frontiers in Education*, 6, 599007.
- Mwesigwa, R., Tusiime, I., & Ssekiziyivu, B. (2020). Leadership styles, job satisfaction, and organizational commitment among academic staff in Ugandan universities. *Journal of Management Development*, 39(2), 253–268.
- Nassanga, C. (2024). Leadership style and instructional quality in Ugandan universities: The mediation of organizational learning. *International Journal of Educational Management*, 38(1), 123–141.
- Northouse, P. G. (2022). *Leadership: Theory and practice* (9th ed.). SAGE Publications.
- Oppong, A., & Oduro-Asabere, E. (2025). Developing instructional leadership capacity in Ghana's public universities: Needs, challenges, and programme design. *Journal of Higher Education in Africa*, 23(1), 78–96.
- Özdemir, N., Sincar, M., Öğdem, Z., & Bellibaş, M. S. (2020). The relationship between instructional leadership and teacher self-efficacy in Turkish schools: Testing a mediated model. *International Journal of Leadership in Education*, 23(4), 443–460.
- Purwanto, A., & Sulaiman, N. (2023). Transformational and transactional leadership styles and their influence on teacher performance in Indonesian Islamic schools. *European Journal of Education Research*, 12(1), 467–480.
- Saxena, P., Bhansali, N., & Sharma, R. (2025). Contextual relevance in leadership development programs: A gap analysis in South Asian higher education. *Higher Education Quarterly*, 79(1), 144–162.
- Schildkamp, K. (2019). Data-based decision-making for school improvement: Research insights and gaps. *Educational Research*, 61(3), 257–273. <https://doi.org/10.1080/00131881.2019.1625716>
- Siedlecki, S. L. (2020). Understanding descriptive research designs and methods. *Clinical Nurse Specialist*, 34(1), 8–12. <https://doi.org/10.1097/NUR.0000000000000493>
- Teoh, K. B., Cheah, C. S., & Lim, M. S. (2022). Transformational leadership and teachers' commitment: The mediating role of trust. *Frontiers in Education*, 7, 813956.
- Tuytens, M., & Devos, G. (2018). How to make teacher evaluation result in professional learning? The critical role of trusting in the teacher. *Teaching and Teacher Education*, 75, 225–236.
- Ullah, M., Alam, W., & Akhtar, N. (2018). Effect of transformational leadership on teachers' job satisfaction and organizational commitment. *Journal of Managerial Sciences*, 12(3), 197–208.
- Wanjiru, M., Muriuki, M., & Gatuiku, P. (2025). Transactional leadership, contingent reward, and faculty performance in Kenyan public universities. *Journal of Educational Administration and Policy Studies*, 17(1), 1–13.
- Wilson, A., Heenan, D., & Dunn, L. (2024). Transformational leadership and shared purpose in improving school cultures: Evidence from Northern Ireland. *School Leadership and Management*, 44(1), 55–74.
- Yilmaz, E., & Töre, E. (2025). Transformational leadership and innovative work behavior in Turkish schools: The mediating role of teacher self-efficacy. *Educational Management Administration and Leadership*, 53(2), 415–433.
- Zadok, L., Shapira, D., & Schechter, C. (2024). Collective teacher efficacy, school resilience, and principal leadership: A structural model. *Studies in Educational Evaluation*, 80, 101326.
- Zahed-Babelan, A., Koulaei, G., Moeinikia, M., & Sharif, A. R. (2019). Instructional leadership effects on teachers' work engagement: Roles of teacher self-efficacy, professional learning and trust in school principal. *CEPS Journal*, 9(3), 39–63.

Note on Filipino Translations / Tala sa mga Pagsasalin sa Filipino

All Filipino translations appearing in this document were produced for the purpose of accessibility within multilingual Philippine academic contexts. The translations represent the authors' own rendering of the source English text and are not drawn from any external translated source. All references cited in this paper are listed in their original English-language publication form in accordance with APA 7th edition citation standards.