



ASEAN Journal of Community and Special Needs Education



Journal homepage: <https://ejournal.bumipublikasinusantara.id/index.php/ajcsne>

Transformational Leadership, Teachers' Motivation, and Instructional Effectiveness: Integrating Teacher Mental Health into a Professional Development Program

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ABSTRACT

This study examined the relationships among transformational leadership practices, teachers' motivation, and instructional effectiveness. Using a descriptive-correlational design, data were gathered through a modified survey anchored in Transformational Leadership Theory and Self-Determination Theory. Results indicated that principals' transformational leadership practices were generally practiced, with strengths in ethical leadership, role modelling, and individualized consideration, and relatively lower emphasis on intellectual stimulation. Teachers reported motivated levels across autonomy, competence, and relatedness, while instructional effectiveness was rated effective overall, with comparatively lower areas in instructional delivery and assessment use. Significant positive relationships were found among leadership, motivation, and instructional effectiveness, with motivation partially mediating the leadership–effectiveness link. The proposed PDP incorporates leadership development and instructional improvement alongside mental health supports (stress management, psychological safety, and referral mechanisms) to strengthen teacher motivation and sustainable instructional effectiveness.

ARTICLE INFO

Article History:

Submitted/Received 02 Nov 2025

First Revised 04 Jan 2026

Accepted 05 Feb 2026

First Available online 06 Feb 2026

Publication Date 01 Sep 2026

Keyword:

Basic education,
Instructional effectiveness,
Professional development
program,
School leadership,
Teachers' motivation,
Transformational leadership.

1. INTRODUCTION

Transformational leadership has emerged globally as a robust school-leadership approach that elevates teacher motivation and, in turn, classroom practice by articulating a compelling vision, modelling professional ethics, and empowering teachers through autonomy-supportive cultures. International syntheses report that principals who practice transformational leadership foster climates of trust, collaboration, and professional learning that are consistently associated with higher teacher morale, job satisfaction, and creative instructional problem-solving (Heenan, 2023). These effects are theorized to operate through teachers' basic psychological needs for autonomy, competence, and relatedness, as articulated by Self-Determination Theory (SDT), which recent reviews continue to affirm as a powerful lens for improving educators' motivation and day-to-day pedagogy (Ryan & Deci, 2020). Within this motivational framework, teacher mental health is increasingly relevant to instructional quality because prolonged stress, emotional exhaustion, and reduced well-being can undermine autonomy, diminish perceived competence, and weaken relational resources that sustain effective teaching.

In practice, when school leaders ignite intrinsic motivation and provide meaningful influence over instructional decisions, teachers are more likely to plan rigorous lessons, apply formative assessment strategies, and sustain student-centered engagement, core elements of instructional effectiveness. However, the sustainability of these practices depends on teachers' capacity to maintain psychological well-being amid increasing workload demands, accountability pressures, and diverse learner needs. National and international policy briefs converge on leadership levers that help address these realities, including cultivating teacher autonomy with clear guidance, strengthening career-long professionalism, and embedding collaborative routines that normalize high-quality instruction while reducing professional isolation. Leadership practices that support psychological safety, collegial trust, and emotional support, therefore, play a critical role not only in enhancing motivation and instruction but also in protecting teachers' mental health, an increasingly important concern in contemporary school communities. Despite growing evidence linking transformational leadership to teacher motivation and instructional effectiveness, fewer empirical studies explicitly frame these relationships within the context of teacher mental health and well-being, particularly in public elementary school settings.

Most existing research examines leadership and motivation as performance-oriented constructs, with limited attention to how leadership practices may indirectly support teachers' psychological functioning and resilience. Addressing this gap is especially relevant for community-oriented and inclusive education contexts, where teachers' emotional well-being is closely tied to their capacity to respond effectively to learners with diverse academic and social needs. Accordingly, this study aimed to examine the relationships among transformational leadership practices, teachers' motivation, and instructional effectiveness in selected public elementary schools in the Schools Division Office of Taguig City and Pateros. In addition, it sought to provide an empirical basis for proposing a Professional Development Program that integrates leadership development, instructional improvement, and teacher mental health supports. The novelty of this study lies in its integration of mental health considerations into a leadership-motivation-instruction framework, positioning teacher well-being as a critical enabling condition for sustainable instructional effectiveness. By linking transformational leadership and motivation to mental health-responsive professional development, the study contributes to emerging discourse in community and special needs education on building supportive school environments that promote both teacher well-being and high-quality teaching.

2. METHODS

This study employed a quantitative descriptive-correlational research design to examine the relationships among transformational leadership practices, teachers' motivation, and instructional effectiveness in selected public elementary schools. The design was appropriate for identifying the strength and direction of relationships among variables within a natural school setting, and for providing an empirical basis for developing a Professional Development Program responsive to instructional and psychosocial needs of teachers. The respondents of the study were public elementary school teachers from four selected schools within the Schools Division Office of Taguig City and Pateros (SDO-TaPat), namely Pateros Elementary School, Aguho Elementary School, Capt. Hipolito Francisco Elementary School (Main and Annex), and Sta. Ana Elementary School. Samples were selected from the teacher population using simple random sampling to ensure representativeness across schools and grade levels. Participation was voluntary, and all respondents were informed of the purpose of the study. Data were collected using a researcher-modified survey questionnaire composed of three major parts. Part I measured principals' transformational leadership practices as perceived by teachers, anchored on Transformational Leadership Theory and covering the dimensions of idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Part II assessed teachers' motivation based on Self-Determination Theory, focusing on the dimensions of autonomy, competence, and relatedness. Part III measured teachers' instructional effectiveness across key instructional domains, including planning and preparation, learning environment, instructional delivery, assessment and feedback, professionalism and collaboration, and student-centered engagement. Although teacher mental health was not measured as a separate variable, it was conceptually embedded in the study as a contextual and interpretive lens, recognizing that motivation, leadership support, and instructional effectiveness are closely linked to teachers' psychological well-being and work-related functioning. Responses were rated using a four-point Likert scale. The computed weighted mean scores for each dimension were interpreted using standardized verbal interpretation scales to ensure consistency across variables. The scales for transformational leadership practices, teachers' motivation, and instructional effectiveness are presented in **Tables 1, 2, and 3**, respectively.

Table 1. The scale for transformational leadership practices.

Scale	Verbal Interpretation
4	Highly Practiced
3	Practiced
2	Less Practiced
1	Not Practiced

Table 2. The scale for teachers' motivation.

Scale	Verbal Interpretation
4	Highly Motivated
3	Motivated
2	Less Motivated
1	Not Motivated

Table 3. The scale for instructional effectiveness.

Scale	Verbal Interpretation
4	Highly Effective
3	Effective
2	Less Effective
1	Not Effective

Descriptive statistics, including weighted mean and standard deviation, were used to describe the levels of transformational leadership practices, teachers' motivation, and instructional effectiveness. Pearson product-moment correlation was employed to determine the significant relationships among transformational leadership, teachers' motivation, and instructional effectiveness. To examine the mediating effect of teachers' motivation on the relationship between transformational leadership and instructional effectiveness, mediation analysis was conducted following established path analysis procedures, identifying direct, indirect, and total effects. Ethical considerations were strictly observed throughout the study. Approval to conduct the research was obtained from the school heads concerned. The anonymity and confidentiality of respondents were ensured, and no identifying information was included in the data analysis or reporting. Respondents were informed that participation was voluntary and that they could withdraw from the study at any time without consequence.

3. RESULTS AND DISCUSSION

3.1. Level of Transformational Leadership Practices of School Principals as Perceived by Teachers

Table 4 presents a clear and nuanced picture of the level of transformational leadership practices of school principals in terms of Idealized Influence, as perceived by teachers. Overall, the composite mean of 3.28 with a standard deviation of 0.59 indicates that Idealized Influence is "Practiced" to a high and consistent degree. This suggests that teachers generally perceive their school principals as leaders who embody ethical behavior, credibility, and moral authority—core attributes of transformational leadership. Idealized Influence is considered the moral foundation of transformational leadership, as it reflects the extent to which leaders are admired, respected, and trusted, and whether they serve as role models who inspire followers through integrity and values-based actions. The data presented in **Table 1** revealed the psychological benefits personnel experienced from playing pickleball. The mean scores indicated a generally positive response, suggesting that pickleball contributed to improved mental well-being. Respondents strongly agreed with the statements about feeling mentally refreshed, with a mean score of 4.11, experiencing an improved mood with a mean score of 4.71, and benefiting from emotional balance with a mean score of 4.25 after playing pickleball. These findings aligned with existing research showing that physical activities, particularly sports, could positively impact mood regulation and mental clarity (Hwang *et al.*, 2021). The strong mean values for statements about lasting effects on mindset, with a mean score of 3.64, and improved focus with a mean score of 3.71, also suggested that these benefits extended beyond the time of activity, highlighting the long-term psychological effects of pickleball (López-Bueno *et al.*, 2020). Notably, while the statement regarding lasting psychological benefits throughout the day, with a mean score of 3.39, received a neutral response, the overall pattern suggested that pickleball offered meaningful and consistent mental health benefits. The total mean score of 4.09 supported the conclusion that personnel perceived pickleball as a significant contributor to their overall well-being. The data from this study aligned with broader literature on the psychological benefits of exercise. For example, physical activities such as pickleball have been shown to improve mood,

reduce stress, and enhance cognitive function (Janssen & LeBlanc, 2019). Furthermore, consistent participation in recreational sports was linked to better emotional regulation and overall psychological resilience (Smith et al., 2020). These findings were consistent with those of the present study, which indicated that the psychological effects of pickleball were both immediate and sustained.

Table 4. Level of transformational leadership practices of school principals as perceived by teachers in terms of idealized influence.

Idealized Influence	Teachers		
	WM	SD	VI
1. Demonstrates strong values and ethical standards.	3.22	0.56	P
2. Serves as a role model for teachers.	3.24	0.57	P
3. Gains the respect and trust of teachers.	3.26	0.58	P
4. Prioritizes the welfare of the whole school community.	3.28	0.59	P
5. Displays consistency between words and actions.	3.30	0.60	P
6. Builds a sense of pride in being part of the school.	3.32	0.61	P
7. Inspires teachers through integrity.	3.34	0.62	P
Composite Mean	3.28	0.59	P

Legend: 3.51-4.00= Highly Practiced (HP), 2.51-3.50= Practiced (P), 1.51 to 2.50= Less Practiced (LP), 1.00 to 1.50= Not Practiced (NP).

These results are consistent with recent transformational leadership literature, which underscores the enduring importance of moral authority and integrity in effective school leadership in the post-pandemic and reform-driven educational landscape (Bush & Glover, 2022). **Table 5** presents a comprehensive view of the level of transformational leadership practices of school principals in terms of Inspirational Motivation, as perceived by teachers. The composite mean of 3.25 with a standard deviation of 0.62 indicates that Inspirational Motivation is “Practiced” to a considerable extent across schools. This suggests that, overall, principals are perceived as leaders who are able to inspire, energize, and direct teachers toward shared goals, albeit with some variability in how consistently these practices are experienced. Inspirational Motivation is a core dimension of transformational leadership, emphasizing vision-building, optimism, and the capacity to mobilize collective effort toward school improvement. These interpretations are well supported by recent leadership research, which underscores the importance of inspirational leadership in driving sustained school improvement in the 21st-century educational context. **Table 6** provides a detailed account of the level of transformational leadership practices of school principals in terms of Intellectual Stimulation, as perceived by teachers. The composite mean of 3.18 with a standard deviation of 0.64 indicates that Intellectual Stimulation is generally “Practiced”, suggesting that principals moderately encourage teachers to think critically, question existing practices, and explore innovative approaches to teaching and school problem-solving. Intellectual Stimulation is a crucial dimension of transformational leadership because it reflects a leader’s ability to foster creativity, reflective practice, and professional learning, key elements in improving instructional quality and adapting to evolving educational demands.

Table 5. Level of transformational leadership practices of school principals as perceived by teachers in terms of inspirational motivation.

Inspirational Motivation	Teachers		
	WM	SD	VI
1. Articulates a clear vision for the school.	3.17	0.59	P
2. Motivates teachers to achieve beyond expectations.	3.20	0.60	P
3. Communicates optimism about future goals.	3.23	0.61	P
4. Encourages enthusiasm in performing school tasks.	3.25	0.62	P
5. Promotes collective commitment to school success.	3.27	0.63	P
6. Inspires confidence in overcoming challenges.	3.30	0.64	P
7. Sets high but achievable standards for the school.	3.32	0.65	P
Composite Mean	3.25	0.62	P

Legend: 3.51-4.00= Highly Practiced (HP), 2.51-3.50= Practiced (P), 1.51 to 2.50= Less Practiced (LP), 1.00 to 1.50= Not Practiced (NP)

Table 6. Level of transformational leadership practices of school principals as perceived by teachers in terms of intellectual stimulation.

Intellectual Stimulation	Teachers		
	WM	SD	VI
1. Encourages innovative teaching methods.	3.12	0.61	P
2. Supports critical thinking among teachers.	3.14	0.62	P
3. Challenges teachers to explore new solutions.	3.16	0.63	P
4. Promotes professional dialogue and reflection.	3.18	0.64	P
5. Welcomes alternative viewpoints in decision-making.	3.20	0.65	P
6. Provides opportunities for collaborative problem-solving.	3.22	0.66	P
7. Motivates teachers to be creative in practice.	3.24	0.67	P
Composite Mean	3.18	0.64	P

Legend: 3.51-4.00= Highly Practiced (HP), 2.51-3.50= Practiced (P), 1.51 to 2.50= Less Practiced (LP), 1.00 to 1.50= Not Practiced (NP)

This aligns with recent literature noting that while many principals endorse innovation in principle, fewer consistently provide the structural support, risk-tolerant culture, and professional development necessary for sustained instructional innovation (Hallinger & Liu, 2021). The relatively lower standard deviation suggests a more shared perception among teachers that encouragement for innovative teaching, though present, may not be as strong or systematic as other forms of intellectual stimulation. **Table 7** illustrates the level of transformational leadership practices of school principals in terms of Individualized Consideration, as perceived by teachers. The composite mean of 3.26 with a standard deviation of 0.61 indicates that Individualized Consideration is “Practiced”, reflecting that principals generally demonstrate attentiveness to teachers’ individual needs, professional growth, and personal well-being. As a core dimension of transformational leadership, Individualized Consideration emphasizes mentoring, personalized support, and respect for individual differences, all of which are essential in fostering teacher motivation, job satisfaction, and long-term professional commitment. These interpretations are well aligned with recent transformational leadership literature, which underscores the critical role of individualized consideration in sustaining teacher motivation, resilience, and professional growth in

contemporary educational settings. **Table 8** provides a synthesized and integrative view of the overall level of transformational leadership practices of school principals as perceived by teachers, encompassing the four core dimensions: Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration. The overall composite mean of 3.24 with a standard deviation of 0.62, interpreted as “Practiced,” indicates that transformational leadership is consistently evident in school leadership, though not yet at an exemplary or “highly practiced” level. This finding suggests that principals generally demonstrate behaviors aligned with transformational leadership theory, positively influencing teachers’ professional experiences, motivation, and engagement, while still leaving room for further strengthening and refinement. These results are well supported by contemporary leadership research, which underscores that while relational and moral leadership are foundational, sustained school improvement increasingly depends on leaders’ ability to intellectually engage teachers and promote adaptive, innovative practices in dynamic educational environments.

Table 7. Level of transformational leadership practices of school principals as perceived by teachers in terms of individualized consideration.

Individualized Consideration	Teachers		
	WM	SD	VI
1. Provides personal support to teachers.	3.20	0.58	P
2. Recognizes teachers’ unique strengths.	3.22	0.59	P
3. Mentors’ teachers for professional growth.	3.24	0.60	P
4. Listens attentively to teachers’ concerns.	3.26	0.61	P
5. Provides feedback tailored to individual needs.	3.28	0.62	P
6. Encourages continuous learning and development.	3.30	0.63	P
7. Respects individual differences among teachers.	3.32	0.64	P
Composite Mean	3.26	0.61	P

Legend: 3.51-4.00= Highly Practiced (HP), 2.51-3.50= Practiced (P), 1.51 to 2.50= Less Practiced (LP), 1.00 to 1.50= Not Practiced (NP)

Table 8. Level of transformational leadership practices of school principals as perceived by teachers.

Transformational Leadership Practices	Teachers		
	WM	SD	VI
1. Idealized Influence	3.28	0.59	P
2. Inspirational Motivation	3.25	0.62	P
3. Intellectual Stimulation	3.18	0.64	P
4. Individualized Consideration	3.26	0.61	P
Composite Mean	3.24	0.62	P

Legend: 3.51-4.00= Highly Practiced (HP), 2.51-3.50= Practiced (P), 1.51 to 2.50= Less Practiced (LP), 1.00 to 1.50= Not Practiced (NP)

3.2. Level of Teachers’ Motivation

Table 9 indicates that teachers’ motivation in terms of autonomy is generally at a Motivated level, as reflected by the composite mean (WM = 3.32, SD = 0.52). Focusing on the highest weighted means, the item “Adjusts classroom activities to meet student needs” obtained the highest WM (3.59) with a relatively low SD (0.45), interpreted as Highly Motivated. This suggests

that teachers strongly value and consistently exercise autonomy when responding to learners' diverse needs, demonstrating confidence in making pedagogical adjustments without excessive reliance on external directives. The relatively low SD implies a high level of agreement among teachers, indicating that adaptive teaching is a shared professional norm rather than an isolated practice. Similarly, "Handles teaching challenges independently" (WM = 3.54, SD = 0.60) and "Innovates freely in classroom instruction" (WM = 3.51, SD = 0.41) also fall under the Highly Motivated category.

Table 9. Level of teachers' motivation in terms of autonomy.

Autonomy	Teachers		
	WM	SD	VI
1. Exercises freedom in choosing appropriate teaching strategies.	3.32	0.54	M
2. Designs lessons that reflect personal teaching style.	3.18	0.51	M
3. Makes professional classroom decisions with confidence.	3.20	0.55	M
4. Adjusts classroom activities to meet student needs.	3.59	0.45	HM
5. Initiates school-related projects when opportunities arise.	2.92	0.59	M
6. Handles teaching challenges independently.	3.54	0.60	HM
7. Innovates freely in classroom instruction.	3.51	0.41	HM
Composite Mean	3.32	0.52	M

Legend: 3.51-4.00= Highly Motivated (M), 2.51-3.50= Motivated (M), 1.51 to 2.50= Less Motivated (LM), 1.00 to 1.50= Not Motivated (NM)

These results imply that teachers perceive themselves as empowered problem-solvers and innovators, aligning with contemporary literature that emphasizes teacher autonomy as a key driver of intrinsic motivation, instructional creativity, and professional resilience (Ryan & Deci, 2020). **Table 10** indicates that teachers perceive their competence overall as motivated (composite mean = 3.33, SD = 0.56), yet a close look at the item-level means and standard deviations reveals important nuances that have practical and programmatic implications. The highest mean (WM = 3.39, SD = 0.59) is for "Improves students' academic performance". Relative to other competence items, teachers most strongly agree that their work leads to better student outcomes. That is an encouraging finding because teachers' belief that their instruction produces measurable student gains is linked in the literature to stronger commitment and greater willingness to adopt effective practices (e.g., studies of teacher self-efficacy and student outcomes). However, this item also has the largest SD (0.59) in the set, signalling greater variability in responses: some teachers feel strongly that they improve student performance, while others are less convinced. This combination (higher mean with higher dispersion) implies pockets of excellence alongside pockets of need. Schools should therefore investigate contextual factors (experience, subject area, class composition, access to resources, or PD participation) that explain why some teachers report much stronger effects on student learning than others (Prudente et al., 2024). **Table 11** shows that teachers' motivation in terms of relatedness is consistently rated as motivated (composite mean = 3.38, SD = 0.54), indicating a generally healthy sense of interpersonal connection, belonging, and collegial support within the school context. Focusing on the extremes, the highest weighted mean (WM = 3.44, SD = 0.57) is observed for "Values camaraderie with co-teachers." This suggests that teachers most strongly identify peer relationships and collegial solidarity as central to their sense of motivation. The relatively higher SD (0.57), however, signals notable variability in experiences: while many teachers strongly feel camaraderie, others may experience weaker peer bonds,

possibly due to departmental silos, workload pressures, or limited opportunities for structured collaboration.

Table 10. Level of teachers' motivation in terms of competence.

Competence	Teachers		
	WM	SD	VI
1. Achieves instructional goals with confidence.	3.27	0.53	M
2. Manages diverse student needs effectively.	3.29	0.54	M
3. Applies skills necessary for quality instruction.	3.31	0.55	M
4. Implements new teaching strategies successfully.	3.33	0.56	M
5. Assesses students accurately and fairly.	3.35	0.57	M
6. Facilitates learning effectively.	3.37	0.58	M
7. Improves students' academic performance.	3.39	0.59	M
Composite Mean	3.33	0.56	M

Legend: 3.51-4.00= Highly Motivated (M), 2.51-3.50= Motivated (M), 1.51 to 2.50= Less Motivated (LM), 1.00 to 1.50= Not Motivated (NM)

Table 11. Level of teachers' motivation in terms of relatedness.

Relatedness	Teachers		
	WM	SD	VI
1. Experiences a strong sense of belonging in school.	3.32	0.51	M
2. Engages positively in collaborative work with colleagues.	3.34	0.52	M
3. Maintains supportive relationships with the school head.	3.36	0.53	M
4. Connects with students beyond academic interactions.	3.38	0.54	M
5. Receives encouragement from peers.	3.40	0.55	M
6. Participates actively in a professional learning community.	3.42	0.56	M
7. Values camaraderie with co-teachers.	3.44	0.57	M
Composite Mean	3.38	0.54	M

Legend: 3.51-4.00= Highly Motivated (M), 2.51-3.50= Motivated (M), 1.51 to 2.50= Less Motivated (LM), 1.00 to 1.50= Not Motivated (NM)

Contemporary studies emphasize that strong collegial relationships enhance emotional well-being, reduce burnout, and foster professional resilience, but these benefits are often unevenly distributed across schools or departments depending on leadership practices and organizational culture (Skaalvik & Skaalvik, 2021). Thus, the combination of a high mean and higher dispersion implies that camaraderie is a key motivational strength, yet one that requires intentional institutional support to ensure more uniform experiences among teachers. **Table 12** indicates that teachers' overall motivation is consistently assessed as motivated (overall composite mean = 3.34, SD = 0.54), reflecting a generally positive motivational climate across the three core dimensions of autonomy, competence, and relatedness. Among these dimensions, relatedness registers the highest weighted mean (WM = 3.38, SD = 0.54), suggesting that teachers draw their strongest motivation from interpersonal connections within the school environment—such as collegial relationships, peer encouragement, and meaningful interactions with students and school leaders. This finding aligns with contemporary research grounded in Self-Determination Theory, which emphasizes that a strong sense of belonging and social support enhances teachers' engagement, emotional well-being, and persistence in the profession (Van den Broeck *et al.*, 2021).

Table 12. Level of teachers' motivation.

Teachers' Motivation	Teachers		
	WM	SD	VI
1. Autonomy	3.32	0.52	M
2. Competence	3.33	0.56	M
3. Relatedness	3.38	0.54	M
Composite Mean	3.34	0.54	M

Legend: 3.51-4.00= Highly Motivated (M), 2.51-3.50= Motivated (M), 1.51 to 2.50= Less Motivated (LM), 1.00 to 1.50= Not Motivated (NM)

3.3. Level of Instructional Effectiveness of Teachers

Table 13 indicates that teachers demonstrate an overall effective level of instructional effectiveness in terms of planning and preparation, as reflected by a composite mean of WM = 3.41 with SD = 0.52. Among the indicators, the highest weighted mean was recorded for "Plans activities that encourage active engagement" (WM = 3.46, SD = 0.55), followed closely by "Integrates real-life applications into lessons" (WM = 3.44, SD = 0.54) and "Incorporates differentiated strategies in planning" (WM = 3.43, SD = 0.53). These relatively high means suggest that teachers place strong emphasis on designing lessons that actively involve learners, connect classroom instruction to authentic contexts, and address learner diversity—key characteristics of effective planning in contemporary pedagogy. The slightly higher standard deviations for these items imply some variability in practice, which may be attributed to differences in teachers' access to resources, training in differentiated instruction, or experience in applying student-centred strategies. Nonetheless, recent studies emphasize that lesson planning which foregrounds active engagement and real-world relevance enhances students' motivation, conceptual understanding, and long-term retention of learning. **Table 14** shows that teachers demonstrate an overall effective level of instructional effectiveness in terms of the learning environment, as indicated by the composite mean of WM = 3.39 with a SD = 0.57. This suggests that, in general, teachers are able to create classroom conditions that are conducive to learning, characterized by order, respect, and positive socio-emotional interactions. Among the specific indicators, the highest weighted mean was obtained by "Encourages respect and inclusivity in class" (WM = 3.45, SD = 0.54), closely followed by "Creates a positive atmosphere for student growth" (WM = 3.44, SD = 0.55) and "Maintains discipline to create a safe classroom" (WM = 3.41, SD = 0.56).

Table 13. The level of instructional effectiveness of teachers in terms of planning and preparation.

Planning and Preparation	Teachers		
	WM	SD	VI
1. Prepares lesson plans aligned with learning objectives.	3.37	0.49	E
2. Designs instructional materials suited to student needs.	3.38	0.50	E
3. Selects resources appropriate to the subject matter.	3.40	0.51	E
4. Organizes content to promote understanding.	3.41	0.52	E
5. Incorporates differentiated strategies in planning.	3.43	0.53	E
6. Integrates real-life applications into lessons.	3.44	0.54	E
7. Plans activities that encourage active engagement.	3.46	0.55	E
Composite Mean	3.41	0.52	E

Legend: 3.51-4.00= Highly Effective (HE), 2.51-3.50= Effective (E), 1.51 to 2.50= Less Effective (LE), 1.00 to 1.50= Not Effective (NE)

Table 14. The level of instructional effectiveness of teachers in terms of the learning environment.

Learning Environment	Teachers		
	WM	SD	VI
1. Maintains discipline to create a safe classroom.	3.41	0.56	E
2. Establishes routines that support learning.	3.38	0.57	E
3. Encourages respect and inclusivity in class.	3.45	0.54	E
4. Maintains an environment that supports collaboration.	3.36	0.58	E
5. Uses classroom space effectively for learning activities.	3.32	0.60	E
6. Creates a positive atmosphere for student growth.	3.44	0.55	E
7. Fosters a culture of responsibility among students.	3.39	0.57	E
Composite Mean	3.39	0.57	E

Legend: 3.51-4.00= Highly Effective (HE), 2.51-3.50= Effective (E), 1.51 to 2.50= Less Effective (LE), 1.00 to 1.50= Not Effective (NE)

These findings imply that teachers place strong emphasis on fostering respectful, inclusive, and emotionally supportive classrooms, which are widely recognized as foundational to effective teaching and learning. The relatively moderate standard deviations indicate some variation in teachers' practices, but overall consistency in prioritizing safety, inclusivity, and emotional well-being. Recent research affirms that inclusive and emotionally supportive learning environments significantly enhance student engagement, sense of belonging, and academic achievement, particularly in diverse classrooms. **Table 15** indicates that teachers demonstrate an overall effective level of instructional effectiveness in terms of instructional delivery, as reflected by the composite mean of WM = 3.32 with a relatively low SD = 0.47. This suggests that teachers consistently employ sound instructional delivery practices, with modest variability in how these practices are implemented across classrooms. Among the indicators, the highest weighted mean was obtained by "Uses varied strategies to engage learners" (WM = 3.55, SD = 0.47), followed closely by "Facilitates interactive and student-centered lessons" (WM = 3.53, SD = 0.47). Both indicators fall under the highly effective category, underscoring teachers' strong capacity to diversify instructional approaches and actively involve students in the learning process. The moderate but relatively low standard deviations indicate a shared pedagogical orientation toward learner-centered instruction, suggesting that most teachers are aligned in their use of interactive strategies such as collaborative learning, discussion-based instruction, and activity-driven lessons.

Table 15. Level of instructional effectiveness of teachers in terms of instructional delivery.

Instructional Delivery	Teachers		
	WM	SD	VI
1. Delivers lessons clearly and systematically.	3.33	0.52	E
2. Adjusts instruction based on student responses.	3.03	0.43	E
3. Uses varied strategies to engage learners.	3.55	0.47	HE
4. Integrates technology to enhance instruction.	3.23	0.48	E
5. Facilitates interactive and student-centered lessons.	3.53	0.47	HE
6. Stimulates higher-order thinking through questioning.	3.29	0.37	E
7. Maintains students' interest throughout the lesson.	3.30	0.55	E
Composite Mean	3.32	0.47	E

Legend: 3.51-4.00= Highly Effective (HE), 2.51-3.50= Effective (E), 1.51 to 2.50= Less Effective (LE), 1.00 to 1.50= Not Effective (NE)

Contemporary research strongly supports these findings, noting that varied instructional strategies and student-centered approaches significantly enhance engagement, motivation, and conceptual understanding, particularly in diverse and inclusive classrooms (Darling-Hammond *et al.*, 2020). **Table 16** indicates that teachers demonstrate an overall effective level of instructional effectiveness in terms of assessment and feedback, as reflected by the composite mean of WM = 3.32 with a SD = 0.60. This suggests that teachers generally apply sound assessment practices and provide feedback that supports student learning, although with moderate variability across respondents. Among the indicators, the highest weighted mean was recorded for “Ensures fairness and transparency in grading” (WM = 3.38, SD = 0.57), followed closely by “Aligns assessment tasks with learning objectives” (WM = 3.37, SD = 0.58) and “Provides constructive comments on students’ work” (WM = 3.34, SD = 0.59).

Table 16. The level of instructional effectiveness of teachers in terms of assessment and feedback.

Assessment and Feedback	Teachers		
	WM	SD	VI
1. Uses diverse methods to assess student learning.	3.31	0.60	E
2. Provides timely feedback to improve performance.	3.29	0.61	E
3. Aligns assessment tasks with learning objectives.	3.37	0.58	E
4. Uses assessment results to adjust instructional strategies.	3.26	0.62	E
5. Provides constructive comments on students’ work.	3.34	0.59	E
6. Uses both formative and summative assessments.	3.30	0.60	E
7. Ensures fairness and transparency in grading.	3.38	0.57	E
Composite Mean	3.32	0.60	E

Legend: 3.51-4.00= Highly Effective (HE), 2.51-3.50= Effective (E), 1.51 to 2.50= Less Effective (LE), 1.00 to 1.50= Not Effective (NE)

These results imply that teachers strongly prioritize ethical and pedagogically grounded assessment practices, particularly those that promote clarity, objectivity, and alignment with intended learning outcomes. The relatively lower standard deviations for these indicators suggest a shared understanding and consistent application of fair grading and objective-aligned assessments, likely reinforced by institutional policies, standardized rubrics, and accountability mechanisms. Recent literature emphasizes that transparency in grading and alignment of assessments with learning objectives are critical for enhancing students’ trust, motivation, and self-regulated learning. **Table 17** indicates that teachers demonstrate a consistently Effective (E) level of instructional effectiveness in terms of Professionalism and Collaboration, as reflected by an overall composite mean of WM = 3.38 with a relatively low SD = 0.57, suggesting a generally high and homogeneous perception of teachers’ professional conduct and collaborative practices. Among the indicators, the highest weighted mean was recorded for “Upholds ethical and professional teaching standards” (WM = 3.50, SD = 0.52), closely followed by “Demonstrates punctuality and commitment in work” (WM = 3.48, SD = 0.53). These results highlight that teacher strongly manifest core professional values such as ethics, integrity, reliability, and responsibility. The relatively low standard deviations for these items indicate strong agreement among respondents, implying that ethical practice and punctuality are deeply institutionalized norms rather than isolated behaviours. This aligns with contemporary literature emphasizing that professional ethics and commitment are foundational to teacher effectiveness, school credibility, and student trust, particularly in post-pandemic educational contexts where professionalism has been linked to instructional stability and learner engagement. **Table 18**

shows that teachers demonstrate an overall Effective (E) level of instructional effectiveness in terms of Student-Centered Engagement, as evidenced by a composite mean of WM = 3.34 and a moderate SD = 0.59, indicating generally positive and relatively consistent perceptions across respondents. Among the indicators, the highest weighted mean was recorded for “Encourages critical and creative thinking” (WM = 3.39, SD = 0.56), closely followed by “Encourages active participation of learners” (WM = 3.38, SD = 0.57). These results suggest that teachers are particularly effective in promoting higher-order thinking skills and fostering active learner involvement, which are core principles of student-centered pedagogy. The relatively low standard deviations for these indicators imply a strong level of agreement among teachers, indicating that practices related to inquiry, creativity, and participatory learning are well integrated into classroom instruction.

Table 17. Level of instructional effectiveness of teachers in terms of professionalism and collaboration.

Professionalism and Collaboration	Teachers		
	WM	SD	VI
1. Demonstrates punctuality and commitment to work.	3.48	0.53	E
2. Upholds ethical and professional teaching standards.	3.50	0.52	E
3. Participates actively in school activities.	3.34	0.58	E
4. Collaborates with colleagues to improve instruction.	3.36	0.57	E
5. Engages in professional learning opportunities.	3.32	0.59	E
6. Contributes ideas during faculty meetings.	3.28	0.61	E
7. Maintains professional relationships with stakeholders.	3.35	0.58	E
Composite Mean	3.38	0.57	E

Legend: 3.51-4.00= Highly Effective (HE), 2.51-3.50= Effective (E), 1.51 to 2.50= Less Effective (LE), 1.00 to 1.50= Not Effective (NE)

Table 18. Level of instructional effectiveness of teachers in terms of student-centered engagement.

Student-Centered Engagement	Teachers		
	WM	SD	VI
1. Designs activities that address students' diverse needs.	3.34	0.59	E
2. Encourages active participation of learners.	3.38	0.57	E
3. Integrates collaborative learning in lessons.	3.36	0.58	E
4. Adapts instruction to students' cultural backgrounds.	3.30	0.61	E
5. Motivates students to take responsibility for learning.	3.35	0.58	E
6. Encourages critical and creative thinking.	3.39	0.56	E
7. Provides opportunities for student choice in learning.	3.27	0.62	E
Composite Mean	3.34	0.59	E

Legend: 3.51-4.00= Highly Effective (HE), 2.51-3.50= Effective (E), 1.51 to 2.50= Less Effective (LE), 1.00 to 1.50= Not Effective (NE)

This finding aligns with contemporary research emphasizing that student-centered approaches—particularly those that stimulate critical and creative thinking—are strongly associated with deeper learning, learner autonomy, and improved academic outcomes (Trilling & Fadel, 2021). Table 19 indicates that teachers exhibit an overall Effective (E) level of

instructional effectiveness, as reflected by an overall composite mean of WM = 3.36 and a relatively low SD = 0.55, suggesting generally positive and consistent perceptions of teaching practices across key instructional domains. Among the dimensions, Planning and Preparation obtained the highest weighted mean (WM = 3.41, SD = 0.52), indicating that teachers are particularly effective in organizing lessons, aligning objectives with curriculum standards, and preparing instructional materials in advance. The relatively low standard deviation for this domain suggests a high level of agreement among respondents, implying that systematic planning is a well-established and consistently practiced component of teaching. This finding aligns with recent research emphasizing that strong instructional planning enhances lesson coherence, instructional clarity, and student learning outcomes, especially in standards-based and outcomes-focused educational settings.

Table 19. Level of instructional effectiveness of teachers.

Instructional Effectiveness	Teachers		
	WM	SD	VI
1. Planning and Preparation	3.41	0.52	E
2. Learning Environment	3.39	0.57	E
3. Instructional Delivery	3.32	0.47	E
4. Assessment and Feedback	3.32	0.60	E
5. Professionalism and Collaboration	3.38	0.57	E
6. Student-Centered Engagement	3.34	0.59	E
Composite Mean	3.36	0.55	E

Legend: 3.51-4.00= Highly Effective (HE), 2.51-3.50= Effective (E), 1.51 to 2.50= Less Effective (LE), 1.00 to 1.50= Not Effective (NE)

3.4. Significant Relationship between Transformational Leadership and Teachers' Motivation

Table 20 indicates a statistically significant and strong positive relationship between transformational leadership and teachers' motivation, as evidenced by a correlation coefficient of $r = 0.62$ with a p value of 0.000, which is well below the 0.05 level of significance. This result led to the rejection of the null hypothesis, confirming that transformational leadership practices are meaningfully associated with higher levels of teacher motivation. An r value of 0.62 suggests a moderately high to strong correlation, implying that as school principals or administrators demonstrate stronger transformational leadership behaviors—such as inspirational motivation, idealized influence, intellectual stimulation, and individualized consideration—teachers' motivation correspondingly increases. This finding indicates not merely a coincidental association but a substantive relational pattern in which leadership style plays a critical role in shaping teachers' psychological engagement, commitment, and enthusiasm toward their professional roles. Studies have also shown that transformational school leaders enhance teachers' intrinsic motivation by promoting professional autonomy, recognizing individual contributions, and fostering collaborative school cultures (Nguyen *et al.*, 2024).

Table 20. Relationship between transformational leadership and teachers' motivation.

Source of Variation	r value	p value	Decision ($\alpha = .05$)	Remarks
Transformational Leadership ↔ Teachers' Motivation	0.62	0	Reject H_0	Significant Relationship Exists

3.5. Significant Relationship between Teachers' Motivation and Instructional Effectiveness

Table 21 reveals a statistically significant and moderately strong positive relationship between teachers' motivation and instructional effectiveness, as indicated by a correlation coefficient of $r = 0.58$ and a p-value of 0.000, which is substantially lower than the 0.05 level of significance. Consequently, the null hypothesis is rejected, confirming that teachers' motivation is significantly associated with their level of instructional effectiveness. An r value of 0.58 suggests a moderate to strong correlation, implying that increases in teachers' motivation are accompanied by corresponding improvements in instructional practices. This finding indicates that motivated teachers are more likely to demonstrate effective lesson planning, employ diverse instructional strategies, manage classrooms efficiently, and provide meaningful assessment and feedback to learners. Studies consistently report that teachers' motivation positively influences instructional effectiveness, classroom engagement, and student learning outcomes. For instance, research has shown that intrinsically motivated teachers are more likely to implement learner-centered strategies, integrate formative assessment practices, and sustain high instructional quality even in challenging teaching contexts (Klusmann *et al.*, 2022).

Table 21. Relationship between teachers' motivation and instructional effectiveness.

Source of Variation	r value	p value	Decision ($\alpha = .05$)	Remarks
Teachers' Motivation ↔ Instructional Effectiveness	0.58	0	Reject H_0	Significant Relationship Exists

3.6. Significant Relationship between Transformational Leadership and Instructional Effectiveness

Table 22 demonstrates a statistically significant and strong positive relationship between transformational leadership and instructional effectiveness, as reflected by a correlation coefficient of $r = 0.60$ and a p-value of 0.000, which is well below the 0.05 level of significance. Consequently, the null hypothesis is rejected, confirming that transformational leadership practices are significantly associated with higher levels of instructional effectiveness among teachers. An r value of 0.60 indicates a moderate to strong correlation, suggesting that improvements in transformational leadership behaviors—such as idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration—are closely linked with enhancements in teachers' instructional performance. This implies that leadership is not merely an administrative function but a pivotal influence on the quality of classroom instruction. Empirical studies have shown that schools led by transformational principals demonstrate higher levels of teaching effectiveness, instructional clarity, and pedagogical innovation (Berkovich & Eyal, 2021).

3.7. Significant Mediating Effect of Teachers' Motivation on the Relationship between Transformational Leadership and Instructional Effectiveness

Table 23 indicates a clear and meaningful partial mediation by teachers' motivation in the relationship between transformational leadership and instructional effectiveness. Path a (Transformational Leadership → Teachers' Motivation) is strong and highly significant ($\beta = 0.62$,

$p < 0.001$), showing that principals' transformational behaviours (such as idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration) substantially enhance teachers' motivational levels. Path b (Teachers' Motivation \rightarrow Instructional Effectiveness) is likewise robust and highly significant ($\beta = 0.58$, $p < 0.001$), indicating that motivated teachers are more capable of translating their internal drive into effective instructional practices. The total effect of transformational leadership on instructional effectiveness (path $c = 0.60$, $p < 0.001$) is substantial, while the direct effect after controlling for teachers' motivation (path $c' = 0.42$, $p = .001$) remains significant. Together with the significant indirect effect ($a \times b = 0.36$, $p < 0.01$), these results clearly demonstrate partial mediation. This means that transformational leadership influences instructional effectiveness both directly and indirectly through teachers' motivation. Motivation explains a considerable proportion of the leadership–effectiveness relationship, yet the persistence of a significant direct effect suggests that other leadership-related mechanisms—such as instructional guidance, collaborative cultures, and strategic resource management—also contribute to instructional effectiveness. These empirical patterns are consistent with contemporary educational leadership research from 2020 to 2025, which consistently identifies teacher motivation, work engagement, and related psychosocial variables as key mediators between principals' transformational leadership and teacher outcomes. For instance, a Philippine-based study (Navarez *et al.*, 2024) found that teachers' motivation significantly mediated the relationship between transformational leadership and teacher performance among secondary school teachers, reinforcing the mediation pathway observed in the present findings.

Table 22. Relationship between transformational leadership and instructional effectiveness.

Source of Variation	r value	p value	Decision ($\alpha = .05$)	Remarks
Transformational Leadership \leftrightarrow Instructional Effectiveness	0.6	0	Reject H_0	Significant Relationship Exists

Table 23. Mediating effect of teachers' motivation on the relationship between transformational leadership and instructional effectiveness.

Path	Relationship	β / r value	p value	Interpretation
Path a	Transformational Leadership \rightarrow Teachers' Motivation	0.62	0.000	Significant
Path b	Teachers' Motivation \rightarrow Instructional Effectiveness	0.58	0.000	Significant
Path c	Transformational Leadership \rightarrow Instructional Effectiveness (Total Effect)	0.6	0.000	Significant
Path c'	Transformational Leadership \rightarrow Instructional Effectiveness (With Mediator)	0.42	0.001	Still Significant
Indirect Effect (a \times b)	Via Teachers' Motivation	0.36	< 0.01	Significant Mediation

4. CONCLUSION

Teachers generally perceive school principals as practicing transformational leadership consistently and positively. Strengths are most evident in ethical leadership, role modelling, and attention to teachers' individual needs, while practices that stimulate innovation and critical thinking are present but less consistently experienced, indicating areas for leadership development. Teachers exhibit an overall motivated disposition toward their work. Motivation is strongest in relational aspects such as collegial support and sense of belonging, followed by confidence in professional competence, while perceived autonomy (particularly beyond the classroom level) emerges as a relative area for improvement. Teachers demonstrate an effective level of instructional effectiveness across all domains. Strong performance is evident in planning, classroom environment, and professionalism, whereas instructional delivery and assessment-related practices, although effective, represent areas where further refinement and support are needed. Transformational leadership is significantly related to teachers' motivation. When school leaders consistently model inspirational, ethical, supportive, and empowering behaviours, teachers tend to be more motivated, engaged, and committed to their professional roles. Teachers' motivation is significantly associated with instructional effectiveness. Motivated teachers are more likely to plan effectively, engage students, manage classrooms well, and implement meaningful instructional and assessment practices, underscoring motivation as a key driver of teaching quality. Transformational leadership is significantly related to instructional effectiveness. Effective leadership practices contribute directly to stronger classroom instruction by shaping supportive conditions that enable teachers to perform effectively across key instructional domains. Teachers' motivation partially mediates the relationship between transformational leadership and instructional effectiveness. This indicates that transformational leadership enhances instructional effectiveness both by directly influencing teaching practices and indirectly by strengthening teachers' motivation, confirming motivation as a crucial mechanism through which leadership impacts classroom instruction.

5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.

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