

Transformational Leadership Qualities, Performance of School Administrators and Teachers' Self-Efficacy: Basis for Transformational Leadership Model

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ABSTRACT

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The purpose of this study is to examine the relationship between transformational leadership and teachers' self-efficacy through analysing school administrators' performance - in terms of instructions, research and extension - and quality. The study made use of a combination of the descriptive and correlational methods of research. The descriptive design helped the researcher to characterize the leadership performance of the school administrators and their qualities. The correlational approach was used to determine the magnitude of the relationship between the leadership performances and qualities of the school administrators, and teachers' efficacy of the participating state universities. The study utilized the descriptive-correlational method as a quantitative research design. It involved participants who were school administrators and regular faculty members of state universities in the province of Cavite, with a total enumeration of 226 participants accounted in the study with the participation of 51 school administrators. Questionnaires were the primary instruments in data gathering which were developed by the researcher. The data collected were analyzed using the use of median, frequency, percentage, Kruskal-Wallis, Friedman's, and Spearman Rank Correlation Coefficient. The data revealed that as per the level of the following transformational leadership quality of the school administrators, the majority of the participants constitutes Very Satisfactory level of transformational leadership by their leaders and Inspirational Motivation obtained Excellent verbal interpretation, and this implies that participants were satisfied as to transformational qualities of their leaders, with a high regard for Inspirational Motivation. In terms of performance, leaders manifesting high performance in the three-fold areas obviously showed Very Satisfactory performance in terms of Instructions, Research and Extension, Over-all results showed that the school administrators' performance and qualities highly influenced teachers' efficacy.

Keywords: Transformational Leadership, Individualized Consideration, Intellectual Stimulation, Inspirational Motivation, and Idealized Influence, and Transformational Leadership Model

1. INTRODUCTION

School leadership has become more challenging and equally demanding for school heads in the 21st century. Because of the variety of innovations, problems, threats, and increasing goals, schools at present are more difficult to handle. In recent years, many countries around the world have paid attention to education and its improvement, including the Philippines. These countries' goal is to be globally competitive in terms of the education system that would be implemented in their places to help serve their people, particularly the Philippines. McCarthy (2013) stated that

governments demands the schools to produce graduates who can absolutely adapt to the challenges of the 21st-century's world of work [01].

School leadership is generally expected to play a more active role in instructional management like evaluating and monitoring teacher's performance, conducting, mentoring, and planning teachers' professional development, and arranging and orchestrating teamwork and cooperative instruction[02]. Leaders in schools should not only emphasize the teaching and learning aspects of these schools, but also give highlights on the organizational management for instructional development and improvement, research, and extension activities by the governing bodies since they create impact and effect as to how teachers gauge their performance[03]. The Commission on Higher Education (CHED) commits itself to provide the members of its organization with the opportunities to link their achievements and make a meaningful contribution to the attainment of the institution's Vision and Mission, to address the said issue. Also CHED's goal is to promote individual and team growth, participation and commitment and to grow personally and professionally [04]. It is in this premise that the study will revolve around the school administrators' performance and qualities, and as to how teachers' self-efficacy is being influenced by the leaders' commitment in leading the school. This is so to improve faculty' performance, and to be more productive and supportive of the goals and objectives of the educational process in all state universities in the province of Cavite.

1.1. Statement of the Problem

This study looked into the transformative leadership qualities[05], performance of school administrators[06], and teachers' efficacy in state universities in Cavite. Specifically, this study aimed to answer the following questions:

1. What is the level of the following transformational leadership quality[07] of the school administrators as perceived by the teacher-participants:
 - 1.1. Idealized Influence;
 - 1.2. Inspirational Motivation;
 - 1.3. Intellectual Stimulation; and
 - 1.4. Individualized Consideration?[08]
2. What is the dominant transformative leadership quality of the school administrator as perceived by the teacher-participants?
3. What is the performance of the school administrators for the last two semesters, as perceived by the teacher-participants in terms of:
 - 3.1. Instruction
 - 3.2 Research
 - 3.3 Extension?[09]
4. What is the level of the teacher's efficacy in terms of:
 - 4.1. Efficacy to Influence Decision-Making;
 - 4.2. Efficacy to Influence School Resources;
 - 4.3. Instructional Self-Efficacy;
 - 4.4. Disciplinary Self-Efficacy; and
 - 4.5. Efficacy to Enlist Parental Involvement?[10]
5. Are there significant differences in the following when grouped according to the dominant transformational leadership quality as perceived by the teacher-participants?
 - 5.1 performance of the School Administrators
 - 5.2 quality and teacher efficacy
6. Is there a significant relationship between the performance of the school administrators and quality and teacher efficacy as perceived by the teacher-participants?[11]

7. What competency-based leadership model can be developed to promote teachers' efficacy?

2. METHODS AND METHODOLOGY

2.1. Research Design

The focus of the study is on the present situation, relative to the question "what is". The purpose is to find a new truth[12]. This new truth is very important in providing essential knowledge about the nature and quality of objects and of persons. It is equally valuable too, for closer observation of the practices, behavior methods, and procedures. Playing a large part in the development of an instrument for the measurement, and formulating of policies in the local, national or international level is also very important[13]. Similarly, as described above, the design used interpreted the prevailing condition as a relationship that exists or does not exist, practices that prevail as do not, belief as to the point of view or attitude that is held, processes that keep going on or otherwise, effects that are being felt or treats that are developing[14]. The true meaning of the data collected should be reported from the point of view of the objective and the basic assumption of the study presented[15].

The study made use of a combination of the descriptive and correlational methods of research[16]. The descriptive design will definitely help the researcher describe and define and characterize the leadership performance of the school administrators and their qualities[17]. The correlational approach will also be used to determine the magnitude of the relationship between the leadership[18] performances and qualities of the school administrators, and teachers' efficacy of the participating state universities in the province of Cavite - Cavite State University[19], Technological University of the Philippines and Polytechnic University of the Philippines. Moreover, the study included profiling the school administrator for the readers to figure out who was gauged upon, by looking into the transformative leadership qualities they employ in school and gauging their performances on instructions, research, and extension which they obtained for the two consecutive semesters indicated in the first page and the overall impact of all these factors on teachers' efficacy.

Validated Survey questionnaires were used and developed tools were utilized. Pieces of information were gathered from various published articles, journals, dissertations, and other related studies relevant to the present study. Online survey questionnaires shall be distributed to various participants, namely, Campus Administrators/Deans, School Directors Department Heads, and faculty members in different state universities in Cavite or the target participants of this study as mentioned.

2.2. Participants

The participants who were profiled in this study[20] were composed of school administrators or campus directors, college deans or department heads, were described in terms of sex, civil status; highest educational attainment, tenure, and years of experience as administrators[21]; and the regular faculty members have a total of five hundred forty-seven participants from the three state universities as mentioned in this study - Cavite State University, Polytechnic University of the Philippines and Technological University of the Philippines - were the ones who gauged the school administrators' performance and transformative qualities, together with the association of these factors to teacher's efficacy [22]. Profiling the school administrators and knowing their historical background is very important in this study considering the fact that they very influential in impacting teachers' efficacy.

To illustrate further, the school administrators were more female than male among the three state universities. This proves the claim made by Woehr (2014) that educational institutions are occupied by many women compared to men while this is opposite to the studies of Kareem and Hussein (2019) and Diskienė, Tamaševičius, & Kalvaitytė, (2018). In the case of civil status, the majority of the participants were married. These are all out of the population of 51. According to Kaur (2012), work experience and marital status influence employees' perception of leadership behavior[23]. The majority of the participants finished their Doctorate. The higher the educational attainment of an administrator, the more he tends to be person-oriented and less authoritarian, and the majority are tenured. Tenure has been associated with age in research, but for now, it is perceived by most researchers more strategically. Lastly, in terms of the length of service as administrators, most of the participants served as school administrators for 11- 15 years. The study's result is different from those researches of Nuestro (2012) and to that of Cruz (2016) which manifest 10 years and below worked as school administrators in their study[24].

The target sample for school administrators of ninety-nine (99) was not met due to the following reasons: sudden change of appointments and positions for school administrators, deans, and unit heads, almost all of the leaders were

so busy with the transition period (Covid 19 crisis to post-pandemic situation), and sudden resignation of the ones in position during the conduct of this study, which may have caused the decrease in number of this study's target school administrator-participants. The populations may have gone down, yet the four transformative qualities were very apparent in these school administrators' practices and behavior, which may help the study to succeed, with only 51 school administrator participants. It is also a very common situation in research that researchers do not exactly collect a hundred percent participation because of the different situations the target participants face each day.

2.3. Research Instruments

There were three major research instruments developed and used for this study - The Questionnaire used were developed by the researcher and were simply structured according to the objectives of the study[25]. The following section describes the instruments. Part I dealt with questions intended for teacher participants. This instrument was used for the assessment of the transformational leadership[26] qualities possessed by their school administrators are founded on the principles of the four I's of transformational leadership: Idealized Influence; Inspirational Motivation; Intellectual Stimulation; and Individualized Consideration[27]. This instrument also exhausted the most dominant transformative quality as manifested in the findings.

Part II solicited the performance of the campus administrator/unit or program heads/ deans' performance in terms of instructions, research, and extension for two consecutive semesters - 1st and 2nd semesters of the academic year 2020-2021 - as perceived by the teachers, where Scale 5, 4, 3, 2, and 1 means Excellence, Very Satisfactory, Average, Satisfactory and Unsatisfactory, respectively. Part III dealt with the assessment of Teachers' Self-Efficacy[28]. The questionnaire in this study is designed to help gain a better understanding of the activities where teachers find difficulties in school, having five areas of concern and twelve descriptive statements in gauging teachers' efficacy, where Scales 5, 4, 3, 2, and 1 mean Great Deal, Influence, Some Influence, Very Little, Nothing, respectively. Instruments on Transformational leadership qualities and Teacher efficacy were designed and formulated relevant to the present situation. This means the addition or modification of the indicators/items for each variable used manifested herein, relevant at this time of the pandemic. Thus, the instruments were designed and content-validated by experts and pilot-tested for reliability testing.

2.4. Validity of the Instruments

Research instruments were subjected to validity and reliability testing since these were carefully structured by the researcher[29]. Three professors of Cavite State University validated the formulated questionnaires. Pilot testing was also conducted to ensure that the identified problems were the real ones before doing the actual survey with the broader population - where the researcher requested teachers from other state universities to answer or fill up the questionnaire developed. Furthermore, the Ethics Review Board (ERB) of Cavite State University approved the questionnaires for this study.

2.5. Sampling Technique

The target population of the study was the three state universities[30] in Cavite as mentioned earlier, having participants in this research so to include the institution's school administrators, directors, and college deans, and all the faculty members of the participating institutions, with an estimated population of ninety-nine (99) campus administrators/directors/deans/department or program heads, and five-hundred forty-seven (547) regular faculty members, having a total population six hundred forty-six (646) including the total population of both the unit heads and the regular faculty-members participating. With these data, the researcher arrived at a minimum sample size of two hundred twenty-six (226) samples. Raosoft was utilized to get the right population of samples per school.

Purposive sampling was used because the participants were chosen based on their knowledge of the desired information. The deliberate choice of the informant due to the qualities the informant possesses was the purposive sampling technique which is also called judgment sampling. This does not need underlying theories or a set number of informants[31] because it is a nonrandom technique. Simply put, researchers doing Purposive Sampling have to decide what needs to be known and set out to find people who can and are willing to provide the information by knowledge or experience[32]. (Bernard 2002, Lewis & Sheppard 2006). Qualifications to participate in this study were set for school administrators and unit heads who administered and directed the school or unit for at least one full academic year - Academic Year 2020-2021 and are currently still employed in the school. Teacher-participants

who were qualified should be in a regular or permanent status during this same academic year and are still employed in the participating institution at present as well.

2.6. Data Gathering Procedure

Illustrated below is the data collection procedure. This process shall be applied. This includes a four-phase structure: Phase 1 - approval to conduct the research; Phase 2 - secure a letter of permission from the President of the participating institutions, letter of consent from participants, development and validation of survey questionnaire through Google form / virtual; Phase 3 - collect all of the responses for the survey questionnaires in preparation for the Analysis; and document analysis relative to the school administrators' performance; and Phase 4 - collect all data relative to teachers' efficacy subject in preparation to document analysis.

In line with the data collection, the researcher looked into matters like these ones- that the participants were well-prepared and informed regarding the survey[33]. Likewise, she will also make the point that the participants of the study were properly informed of their participation in the research by explaining to them the content of the Informed Consent as well as the signed letter of permission to conduct a study by the university director or campus director. The researcher made sure to gain the consent of the campuses selected as research participants, as well as informing and soliciting the support of the school administration and heads, through formal and informal letters, and other means of communication will be sought.

The questionnaire was distributed to all the selected schools to the target participants via Google form through online modality as we are still in the state pandemic or through the distribution of hard copies of the designed instruments for this particular study. Other social media platforms were considered depending on the preferences and accessibility of the target participants. To reinstate, the data were gathered using mixed modality with the inclusion of online platforms (where online for the CvSU system since the researcher resides here, while distribution and collection of hard copies of survey questionnaire were also considered for the other state university participants to ensure collection) and these were arranged for statistical analysis.

2.7. Statistical treatment

This section of this paper consists of the data analysis of the study [34]. The following statistical tools were employed to reinforce the quantitative data above and to ultimately meet the objectives of this research[35]. Non-parametric statistical tools were employed in this study to satisfy its objectives. The percentage was used to compute the demographic profile of the participants. Frequency together with percentage was used to determine the distribution of the participants[36].

To test the reliability of the transformational leadership qualities used in this study, the Cronbach's Alpha was used [37]; so, including the level of administrator's performance in terms of instruction, research, and extension. The same statistical formula was also used to test the variable under teachers' efficacy. Spearman Rho was used for the association or correlation of the variables being studied. Kruskal Wallis was used to compute the significant difference between the variables and sub-variables in this research[38].

Reliability and Validity were employed to lessen the errors that might appear from measurement problems in the research study in quantitative research. Reliability and validity of the instrument are very important to look into[39]. This refers to the accuracy and precision of a measurement procedure[40]. To ensure reliability, pilot testing of the instrument was employed. Results of the actual survey were compared and correlated with the initial results in the pilot study where Kruskal Wallis, Spearman Rho, and Friedman's Statistics were used[41].

Reliability refers to the accuracy and precision of a measurement procedure[42]. Pilot testing shall be employed to attain stability or reliability of the survey instrument through testing and re-testing. This test-retest reliability shall show the same results through the administration of the same survey. Using Cronbach's Alpha, the reliability of transformational qualities manifested in this paper are as follows: 0.984 for Idealized Influence, .991 for Inspirational Motivation, .973 for Intellectual Stimulation, and .927 for Individualized Consideration, having total score of .987[43]. Secondly, using the same, under Administrators' Performance on instructions, research, and extension the following scores have been achieved respectively - .931, .958, and .964, with a total of .978. Lastly, on Teachers' efficacy, the scores are the following: Efficacy to Influence Decision-Making - .782, Efficacy to Influence School Resources - Not Applicable; Instructional Self-Efficacy - .929, Disciplinary Self-efficacy - .945, and Efficacy to Enlist Parental Involvement - .987, with a total of .926 [44].

3. RESULTS AND DISCUSSIONS

This study aimed to find out the association between School Administrator's Performance in terms of Instruction, Research, and Extension [45] and their transformative qualities[46] - Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration[47]. - to Teachers' Efficacy, among state universities in the province of Cavite. Specifically, this study profiled the school administrators[48] according to their age, sex, civil status, educational attainment to its highest level; and the number of years of experience as administrators, where age is optional; determine the level of the following transformational leadership quality of the school administrators as perceived by the teacher-participants[49]; (in terms of : Idealized Influence, Inspirational Motivation; Intellectual Stimulation; and Individualized Consideration);[50]. determine the dominant transformative leadership quality of the school administrator; determine the performance of the school administrators based on their instructions, research and extension engagement and results; determine the status of teacher's efficacy[51], in terms of efficacy to influence decision-making, efficacy to influence school resources, instructional self-efficacy, disciplinary self-efficacy, and efficacy to enlist Parental Involvement; determine the significant differences in the grouped according to the degree/level of transformational leadership quality in terms of performance of the school administrators and their transformative quality and teacher efficacy[52]; determine the significant relationship between performance of the school administrators and transformative quality and teacher efficacy; determine what competency-based leadership model can be developed to promote teachers' efficacy.

The study utilized the descriptive-correlational method as a quantitative research design. It involved participants who were school administrators and regular faculty members of state universities in the province of Cavite, with a total enumeration of 226 participants accounted in the study with the participation of 51 school administrators. Questionnaires were the primary instruments in data gathering which were formulated by the researcher[53]. The data gathered were analyzed using median, frequency, percentage, Kruskal-Wallis, Friedman's, and Spearman Rank Correlation Coefficient.

The data revealed that as per the status of the following transformational leadership quality of the school administrators, the majority of the participants constitutes Very Satisfactory level of transformational leadership by their leaders and Inspirational Motivation obtained Excellent verbal interpretation, and this implies that participants were satisfied as to transformational qualities of their leaders, with a high regard for Inspirational Motivation[54]. The data manifested that as per Dominant Transformational Leadership Qualities, the dominant transformational leadership qualities are less than the significance level of 0.05, this remark rejects the null hypothesis and concludes that Inspirational Motivation is the highest and the rest have the same result from the overall median, making Inspirational Motivation the most influential and impacting quality[55]. Also, the data have shown that as per School Administrator's Performance, the level of school performance is Very Satisfactory in terms of instruction and extension, while in terms of Research, results obtained an Excellent performance with a median of 5.00, stating that the school administrators performs well in terms of instruction, research, and extension in an over-all rating.

The data likewise revealed that the Level of Teachers' Efficacy obtained Very High verbal interpretation on Teachers' Efficacy - 4.50-5.0 - are obtained in terms of decision making, instructional self-efficacy, and disciplinary self-efficacy, while in terms of influence school resources obtained the same from the overall median of the level teacher's efficacy with a rating of 4.00[56]. The data also revealed the following as to the Level of School Administrator's Performance:

Level of School Performance as to Idealized Influence. Results or remarks a rejection of the null hypothesis indicate that the school administrator's performance and Idealized Influence strongly dominate one another and it shows that differences exist in terms of instruction, research, and extension in different groups[57]; Level of School Performance as to Inspirational Motivation as illustrated has a significant result or remarks a rejection to the null hypothesis indicates that at least one between the level of school administrator's performance and Inspirational Motivation strongly dominates one other level. This also indicates that differences exist in terms of instruction, research, and extension in different groups;

Level of School Performance as to Intellectual Stimulation. This result or remarks a rejection to the null hypothesis and it indicates the level of school administrator's performance and Intellectual stimulation strongly dominate one other level, and differences exist in terms of instruction, research, and extension in different groups; and the Level of School Performance as to Idealized Influence and as to Individualized Consideration. Results or remarks a rejection

of the null hypothesis indicate that at least one between the level of school administrator's performance and Individualized Consideration strongly dominates one other level, which indicates that differences exist in terms of instruction, research, and extension in different groups. The data also revealed the following as to the Level of Teachers' Efficacy:

Level of Teachers' Efficacy as to Idealized Influence. Significant results are shown and a rejection of the null hypothesis indicating a computed p-value of 0.035 on the level of teacher's efficacy in terms of making decisions[58], highly significant with a p-value of 0.000 towards influence in school resources, disciplinary self-efficacy, and enlisting parental involvement, which indicates that differences exist in terms of different level of teacher's efficacy in Idealized Influence in a different group. Level of Teachers' Efficacy as to Inspirational Motivation[59]. Significant results and a rejection of the null hypothesis indicate based on the computed p-value of 0.003 on the level of teacher's efficacy[60] in terms of making a decision[61], highly significant with a p-value of 0.000 for influence in school resources, disciplinary self-efficacy, and enlisting parental involvement[62]. This indicates a high difference exists in terms of different levels of teacher efficacy in terms of Inspirational Motivation in different groups.

Level of Teachers' Efficacy as to Intellectual Stimulation. No significant results and acceptance of the null hypothesis for the two teacher's efficacy such as influence in making decisions 0.110 p-value and instructional self-efficacy 0.349 p-value and between intellectual stimulation. This also indicates that differences exist in terms of different levels of teacher efficacy in Intellectual Stimulation in different groups. Level of Teachers' Efficacy as to Individualized Consideration. No significant results and acceptance of the null hypothesis for the two teacher's efficacy such as influence in making decisions 0.081 p-value and instructional self-efficacy 0.152 p-value and between Individualized Consideration, which indicates the overall results into a closely to highly significant and reject the null hypothesis as shown from the table. The data clearly defined that the level of school administrator's performance in instruction, and extension and the different indicators in teachers efficacy, the computed p-value of the overall is 0.000 indicating a highly significant relationship resulted to rejecting the null hypothesis[63], likewise, school administrator's performance in research and the other indicated teachers efficacy with the computed p-value is 0.006 indicates also a significant relationship and rejecting the null hypothesis, manifesting a significant relationship between the level of performance of transformative school administrators quality[64], and the level of teachers efficacy which is highly significant shown with an overall p-value of 0.000, thus, finally recognizing the significant relationship between and among school administrator's performance and transformative quality which impacts Teachers' Efficacy[65].

4. CONCLUSIONS

Founded on the findings of the study, the following conclusions were made:

1. The majority of the participants constituted a Very Satisfactory level of transformational leadership[66]. Further, results demonstrated that the overall median is 4.00 of the three leadership traits Idealized Influence, Intellectual Simulation, and Individualized Consideration. Furthermore, in terms of Inspirational Motivation, this quality rates the highest with an overall median of 5.00 and with Excellent verbal interpretation[67]. This implies that school administrators have Very Satisfactory qualities as transformational leaders, based on these results, and Inspirational Motivation is the most impacting of all among the four qualities emerging.
2. Results indicate that Inspirational Motivation might be more effective than the other transformational leadership qualities. This result implies that the four qualities are all likewise relevant and significant qualities of transformational leadership and that the influence or impact of each quality is different from one another as null hypotheses were rejected.
3. Results indicate that the school administrator's performance of the school administrators is Very Satisfactory in terms of Instruction and Extension[68]. Also, from the level in terms of Research results into an Excellent performance. The results indicate that the school administrators perform on the same level marked as Very Satisfactory in terms of Instruction and Extension while they excel in their performance in Research. The results manifest how well the school administrators in these three state universities in Cavite were doing in those three-fold areas - Instruction, Research, and Extension.
4. The results imply that the teachers in these state universities are influential in the decision-making process of their school administrators, marked as High. Likewise, the Efficacy of Influence School Resources was interpreted as High. This tells that instructional materials are accessible to the teachers. Instructional Self-Efficacy was also interpreted which means that the teachers have a strong influence over adverse community

conditions on students' learning. A Very High remark was obtained which implies that the teachers can take charge and have a very good status when it comes to classroom management. As per Disciplinary Self-Efficacy, this was interpreted as High which implies that the teachers can take charge in employing discipline over their students.

5. In total, the Level of Teachers Efficacy with regards to the teachers results in a very high verbal interpretation, these Efficacy are in terms of decision making, instructional self-efficacy, and disciplinary self-efficacy[69]. This implies that the teachers have an overall strong influence in school which eventually promotes high self-efficacy.
6. The results indicate that the school administrators perform on the same level marked as Very Satisfactory in terms of Instruction and Extension while they excel in their performance in Research. The results manifest how well the school administrators in these three state universities in Cavite were doing in those three-fold areas - Instruction, Research, and Extension.
7. Likewise, school administrator's transformative qualities result in a close to highly significant and reject the null hypothesis This also indicates that differences exist in terms of different levels of teacher efficacy[70]: Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration in different, making a mark that these transformative qualities are highly significant to Teachers' Efficacy[71].
8. There is a significant relationship between the performance of the school administrators and quality and teacher efficacy[72]. They are positively correlated to one another which implies that the higher the performance of the school administrators, and their employment or practices of the transformative qualities in the organization, the higher the Teachers' Efficacy can become.
9. A Proposed Competency-Based Leadership Model for state universities and school administrators in Cavite is aimed to be established which will make these state universities develop their organizational effectiveness and management skills over their faculty members, through giving focus on Instruction, Research, and Extension by the School Administrators, and giving value to the transformative qualities a leader must possess to promote Teachers/ Efficacy. Please refer to Figure 1 of this section. - the Ma. Mari Model [73].



Fig 1. Proposed Transformational Leadership Model

MA. MARI TRANSFORMATIONAL LEADERSHIP MODEL

The MA. MARI MODEL for Transformational Leadership is founded on the valuable, significant and relevant performances of the school administrators in terms of Instructions, Research and Extension. These serves as the foundation for the model. The four pillars are the qualities exercised and employed by the school heads, and these are - Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration. This means that if the leaders are competent in terms of the threefold areas mentioned, they would possibly exercise and employ the qualities of a transformative leader. Taking all of these competence and qualities into consideration, a state university shall come up with teachers possessing high self-efficacy - leading the whole organization to prosper and succeed. If this is the case, then and then, the organization is nurtured and taken good care of. The name Ma. Mari was formulated from the first names of both the authors MA. (for Maria Agnes P. Nuestro) and MARI (for Mari Daisy O. Corral), and when understood using the phonemes or sounds of this term, we can come up with the word - MAMARI (mammary / mammary gland), which can be associated with the mammary gland producing milk from mammals that would nurture their offsprings; the model likewise nurture the members in the organization.

5. RECOMMENDATIONS

1. The educational institutions are encouraged to assess periodically the level of transformative qualities of the school administrators leading to the development of an exclusive training plan which may be designed carefully for school administrators and heads to enhance more of these four transformative qualities, and how to make these qualities more beneficial for the productivity of the school. Likewise, an exclusive plan or module may be developed to gently remind them of the four significant qualities of an educational leader - that of the four transformational leadership qualities. Aligned with this, the school administrators are gently encouraged to model these transformative qualities and motivate the faculty members to do the same and encourage them to support the plan.
2. The educational institutions are encouraged to also assess periodically the level of teachers' efficacy in terms of Influence on Decision-Making, Influence School Resources; Instructional Self-Efficacy; Disciplinary Self-Efficacy; and Efficacy to Enlist Parental Involvement leading to the development of an exclusive training plan to enhance more the different teachers' efficacy leading to making the faculty more productive in school accompanied with high self-worth or self-efficacy[74].
3. Educational institutions are encouraged to draft and create a blueprint of this structure on transformational leadership programs and activities, based on the proposed model, and carefully implement transformation in the organization through instruction, research, and extension. This may be well designed, implemented, monitored, and evaluated on a cyclic basis, giving value to its impact on teachers' self-efficacy.
4. Future researchers may conduct a phenomenological study to verify the findings of this study and to further recognize and interpret the relationships between school administrators' performance, their transformative qualities, and their impact on teachers' self-efficacy to better understand how educational institutions may lead the transformative way[75].
5. Educational institutions are highly encouraged to keep a record and religiously monitor the performance of the school administrators in terms of instruction, research, and extension, and ensure the employment of transformative qualities as they perform their tasks[76].
6. School administrators may consider adapting the proposed Transformational Leadership Model. State universities may be founded on a high-performing school administrator, employing four transformative qualities. This Transformational Leadership Model created from this study suggests that school administrators' performance in terms of Research, Extension, and Instructions are strong foundations to generate and manifest the four transformative qualities in an educational environment, which highly influence and promote Teachers' Self-Efficacy. This Model can be developed further to create a program, module, or a work plan on how to encourage school administrators and heads to develop those transformative qualities to become highly competent, which likely will produce high teacher self-efficacy.
7. Future research focusing on other variables that may affect the performance and quality [77] of transformational leadership and its impact on teachers' self-efficacy may likewise be conducted.

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8. DATA AVAILABILITY

In this study no new data were created. Data sharing is not applicable to this article.

9. CONFLICT OF INTEREST

It has been declared by the authors that there is no conflict of interest relative to this research.

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