



The Influence Of Transformational Leadership On Teacher Motivation And Engagement: Proposed TELM Framework

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ARTICLE INFO ABSTRACT

This study investigates the impact of transformational leadership on teacher motivation and engagement in elementary schools, proposing the Theory of Transformative Educational Leadership (TEL) as a conceptual framework. Drawing on empirical evidence and established theories, the study explores how transformational leaders inspire and empower educators toward excellence. Results indicate positive perceptions among teachers regarding their interactions with school heads, emphasizing clear communication, support, and recognition. Moreover, transformational leadership behaviors such as idealized influence and individualized consideration significantly predict teacher motivation and engagement. These findings underscore the importance of fostering supportive relationships and empowering environments in educational settings to enhance teacher morale and ultimately improve student outcomes. The proposed TEL framework integrates transformative leadership dimensions, including Visionary Leadership, Collaborative Culture, Empowering Practices, and Continuous Growth and Learning, with Dynamic Management and Inspirational Management principles. This comprehensive framework offers a holistic approach to effective leadership in educational settings, emphasizing flexibility, responsiveness, enthusiasm, and commitment to fostering excellence and positive change.

Keywords: Transformational leadership, Teacher motivation, Engagement, Managerial style, Transformative Educational Leadership (TEL), Dynamic Management, Inspirational Management.

Introduction

Leadership is a crucial element in organizational success, exerting significant influence over employee motivation and engagement. Nowhere is this influence more critical than in elementary schools, where effective leadership cultivates a positive learning environment. In recent years, scholarly interest has surged in transformational leadership—a style known for inspiring and empowering followers toward excellence. This growing interest is substantiated by empirical evidence demonstrating the positive correlation between transformational leadership and employee motivation and engagement across various organizational contexts, including educational institutions. Transformational leaders, as described by Litz and Blaik-Hourani (2020), and echoed by Roache (2023), possess the ability to transcend traditional hierarchical structures, fostering collaboration and a shared vision. Through inspirational motivation, intellectual stimulation, individualized consideration, and idealized influence, they cultivate trust and empowerment, encouraging followers to reach their full potential. Numerous studies, such as those by Ahmad et al. (2023), and Aljumah (2023), support the notion that transformational leadership correlates with heightened levels of employee commitment, satisfaction, and performance. In educational settings, this leadership style not only enhances school performance but also elevates student outcomes (Roache, 2023). Anchored in established theories of transformational leadership by Tayal et al. (2022) and the managerial style of Kariuki et al. (2022), this research seeks to unravel the nuanced mechanisms through which leadership practices influence the motivational landscape of educators. By exploring these dynamics, this study aspires to offer actionable insights for educational leaders and policymakers to cultivate environments that prioritize the well-being and professional development of educators.

Theoretical Framework

This study is deeply rooted in Transformational leadership theory, as advocated by Katsande (2021), which remains a central pillar in understanding leadership dynamics. This theory underscores the significance of leaders' ability to inspire and motivate followers through idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Within educational settings, transformational leadership has emerged as a critical factor in shaping teacher motivation and engagement, aligning with the evolving demands of modern schooling (Jay, 2023). Moreover, the study can integrate insights from self-determination theory (SDT) in its theoretical framework, as expanded upon by Ryan et al. (2021). SDT delves into intrinsic motivation and the role of autonomy, competence, and relatedness in driving behavior. By incorporating SDT principles, researchers can explore how transformational leaders foster environments that support teachers' fundamental psychological needs, thereby enhancing their motivation and engagement (Lox et al., 2019). Furthermore, with recent advancements by Al-bataineh et al. (2022), social exchange theory offers a valuable perspective on the relationship between transformational leadership and teacher motivation and engagement. According to this theory, interpersonal relationships are founded on the exchange of resources and mutual benefits. In educational contexts, transformational leaders engage in behaviors that cultivate positive reciprocal relationships with teachers, fostering heightened motivation and engagement (Francisco Sr, 2020).

Methodology

The research design employed in this study is descriptive–correlational to comprehensively explore the dynamics of teacher motivation, leadership styles, and their impact on teacher engagement in elementary schools. Firstly, the questionnaire assessed the extent of teacher motivation, perception of engagement in interactions with school heads, and perception of school heads' managerial styles. The Likert scale was utilized to gauge responses quantitatively. The research examined the level of transformational leadership exhibited by elementary school heads, encompassing dimensions such as idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Statistical analysis, including correlation and regression, was conducted to explore potential relationships between leadership styles exhibited by school heads and perceived managerial styles reported by teachers. Furthermore, the study aimed to investigate the influence of transformational leadership on teacher motivation and engagement. Finally, based on the findings, a development leadership training design was proposed, tailored to address identified gaps, and enhance leadership effectiveness in elementary schools.

Results and Discussion

Table 1 reveals that teachers in elementary schools generally perceive positive interactions with their school heads, indicating a high level of motivation and satisfaction within the school environment. The mean distribution reveals that teachers agree that their school heads demonstrate various supportive behaviors. For instance, school heads show genuine interest in supporting and encouraging teachers (Thomas et al., 2020), actively seek teachers' input and feedback on important decisions (Friesen and Brown, 2022), and provide constructive feedback to help teachers improve their performance.

Table 1. Extent of teacher motivation in elementary schools concerning their interactions with school heads

Extent of Teacher Motivation		Mean	Description
My School Head..			
1.	shows genuine interest in supporting and encouraging teachers.	4.48	Agree
2.	actively seeks teachers' input and feedback on important decisions.	4.35	Agree
3.	provide constructive feedback to help teachers improve their performance.	4.40	Agree
4.	recognizes and acknowledges teachers' achievements and contributions.	4.45	Agree
5.	fosters a positive and supportive work environment for teachers.	4.63	Strongly Agree
6.	promotes a culture of collaboration and teamwork among teachers.	4.49	Agree
7.	encourages innovation and creativity among teachers.	4.31	Agree
8.	demonstrates a commitment to the overall well-being and morale of teachers.	4.46	Agree
As a teacher, I..			
9.	feel valued and respected by the school head during interactions.	4.61	Strongly Agree
10.	find the school head's communication style clear and effective.	4.46	Agree
11.	feel comfortable approaching the school head with concerns or suggestions.	4.51	Strongly Agree

12.	perceive that the school head understands the challenges we face in their classrooms.	4.41	Strongly Agree
13.	believe that the school head genuinely invested in our professional growth.	4.41	Agree
14.	feel inspired and motivated by the school head's leadership and vision.	4.33	Agree
15.	feel empowered to take initiative and make decisions within our classrooms.	4.50	Strongly Agree

Mean**4.45****Agree**

Legend: 4.50 – 5.00 Strongly Agree; 3.50 – 4.50 Agree; 2.50 – 3.49 Neutral; 1.50 – 2.49 Disagree; 1.00 – 1.49 Strongly Disagree

Teachers feel valued and respected by their school heads, find their communication clear and effective, and are comfortable approaching them with concerns. They perceive their school heads as understanding their classroom challenges and genuinely invested in their professional growth. Additionally, teachers feel inspired, motivated, and empowered by their school heads' leadership. With a mean score of 4.45, teachers generally agree with the extent of their motivation in interactions with their school heads. These positive perceptions indicate a supportive school environment fostering teacher motivation, collaboration, and professional growth. Based on Table 2, teachers perceive a strong level of engagement with school heads, reflecting a positive and collaborative school environment. They agree that school heads promote open communication, value their input, and actively seek feedback for improvement. Moreover, school heads are praised for recognizing teachers' efforts, offering opportunities for professional growth, and fostering collaboration among staff. These aspects received high ratings, with some earning a "Strongly Agree" rating, signifying strong endorsement from teachers.

Table 2. Perceived level of engagement of teachers about their interactions with School Heads

Teacher's Interactions with School Head		Mean	Description
My School Head...			
1.	encourages open communication and values my input during our interactions.	4.48	Agree
2.	actively seeks my feedback to improve the overall school environment.	4.29	Agree
3.	recognizes and appreciates my efforts and contributions.	4.45	Agree
4.	provides opportunities for professional growth and development.	4.46	Agree
5.	fosters a collaborative environment among teachers and staff.	4.52	Strongly Agree
6.	values work-life balance and supports my well-being as a teacher.	4.51	Strongly Agree
7.	provides constructive feedback that helps me improve my teaching practices.	4.41	Agree
As a teacher, I...			
8.	feel actively involved in discussions and decision-making during interactions with the school head.	4.37	Agree
9.	believe the school head genuinely cares about my opinions and concerns.	4.41	Agree
10.	have a sense of belonging and ownership in the school's goals and initiatives.	4.40	Agree
11.	feel motivated and inspired after interacting with the school head.	4.40	Agree
12.	feel comfortable sharing my innovative ideas with the school head.	4.38	Agree
13.	feel that my interactions with the school head make me more confident in my teaching abilities.	4.45	Agree
14.	empowered to take initiative and make decisions within my classroom.	4.52	Strongly Agree
15.	believe that my interactions with the school head positively impact my overall job satisfaction.	4.41	Agree
Mean		4.43	Agree

Legend: 4.50 – 5.00 Strongly Agree; 3.50 – 4.50 Agree; 2.50 – 3.49 Neutral; 1.50 – 2.49 Disagree; 1.00 – 1.49 Strongly Disagree

Teachers' engagement with school leaders significantly impacts their job satisfaction and well-being. Positive interactions with the school head lead to a sense of involvement, belonging, and motivation among teachers, as evidenced by a mean score of 4.43. This underscores the importance of fostering supportive relationships between leaders and teachers for a positive school culture (Emory-Johnson & McKinney, 2022). Teachers feel valued and empowered to innovate and make decisions, contributing to overall satisfaction (Ghamrawi et al., 2023). Effective leadership behaviors, highlighted by Miller-Thompson (2022), are crucial for maintaining teacher engagement and, consequently, improving student outcomes. Thus, nurturing collaborative relationships between leaders and teachers is vital for educational excellence and teacher well-being.

Table 3 illustrates that elementary school teachers perceive their school heads as possessing a managerial style that fosters clarity, support, collaboration, and recognition, contributing to a positive school culture.

Table 3. Mean Distribution of the Elementary School Teachers' Level of Perception on their School Head's Managerial Style

School Heads' Managerial Style	Mean	Description
<i>My School Head...</i>		
1. communicates expectations clearly and effectively.	4.52	Strongly Agree
2. provides adequate support and resources to teachers.	4.46	Agree
3. promotes a positive and inclusive school culture.	4.49	Agree
4. encourages open communication and feedback from teachers.	4.51	Strongly Agree
5. is approachable and accessible to all staff members.	4.60	Strongly Agree
6. fosters a collaborative and teamwork-oriented environment.	4.45	Agree
7. values and recognizes teachers' efforts and contributions.	4.49	Agree
8. effectively delegates responsibilities and empowers teachers.	4.49	Agree
9. handles conflicts and challenges in a constructive manner.	4.46	Agree
10. supports professional growth and development opportunities for teachers.	4.53	Strongly Agree
11. encourages innovation and creativity among teachers.	4.50	Strongly Agree
<i>As a teacher, I...</i>		
12. feel comfortable approaching the school head with questions or concerns.	4.49	Agree
13. believe the school head makes fair and unbiased decisions.	4.46	Agree
14. motivated and inspired by the school head's leadership style.	4.29	Agree
15. have clear understanding of the school head's vision and goals for the school.	4.41	Agree
Mean	4.48	Agree

Legend: 4.50 – 5.00 Strongly Agree; 3.50 – 4.50 Agree; 2.50 – 3.49 Neutral; 1.50 – 2.49 Disagree; 1.00 – 1.49 Strongly Disagree

Furthermore, school heads are perceived to support professional growth and development opportunities for teachers and encourage innovation and creativity among teachers. These aspects received high ratings, with some achieving a "Strongly Agree" rating, indicating strong endorsement from teachers.

Clear communication, support, collaboration, and recognition contribute significantly to teacher satisfaction and professional growth. While overall feedback is positive, areas for improvement, such as enhancing motivation and clarifying the school head's vision, suggest opportunities for further strengthening communication and leadership clarity (Emilina et al., 2018; Wong & Chen, 2019; Davis, 2023). Addressing these aspects can create a more empowering environment, benefiting both teachers and students in elementary schools.

Table 4 provides insights into the idealized influence of elementary school heads, with mean scores indicating respondents' agreement levels. Overall, the mean score for idealized influence is 4.45, indicating general agreement.

Table 4. Mean Distribution of the Level of Transformational Leadership Exhibited by Elementary School Heads in Terms of Idealized Influence

Idealized Influence	Mean	Description
<i>My School Head...</i>		

1. consistently acts in a way that aligns with our organization's values.	4.50	Strongly Agree
2. values and beliefs are aligned with my own.	4.42	Agree
3. has a positive impact on the organization's culture.	4.49	Agree
4. is an excellent role model for others to follow.	4.44	Agree
5. is someone I admire and respect.	4.48	Agree
6. is known for their integrity and honesty.	4.50	Strongly Agree
7. is someone I would like to emulate in my leadership style.	4.27	Agree
8. is able to inspire others to work towards our organization's goals.	4.49	Agree
9. is able to create a sense of unity and common purpose among our team.	4.49	Agree
10. is able to effectively communicate their vision for our organization.	4.48	Agree
Mean	4.45	Agree

Legend: 4.50 – 5.00 Strongly Agree; 3.50 – 4.50 Agree; 2.50 – 3.49 Neutral; 1.50 – 2.49 Disagree; 1.00 – 1.49 Strongly Disagree

Specifically, respondents strongly agree (mean of 4.50) that their school head consistently aligns with organizational values and is known for integrity and honesty. They also agree (mean scores ranging from 4.42 to 4.49) that the head's values align with their own, positively impact the school culture, and serve as excellent role models. However, there's a slightly lower agreement (mean of 4.27) regarding directly emulating the head's leadership style. These results underscore the significance of integrity and cultural impact in enhancing leadership influence.

Moreover, effective communication of the vision and values of the organization is noted. These results align with contemporary literature on leadership effectiveness in educational settings, emphasizing the importance of these qualities (Ong et al., 2018; Sharma et al., 2019; Men et al., 2020; Fang and Yu, 2023). However, there may be opportunities for improvement in enhancing unity among the team. These findings suggest that transformational leadership positively influences organizational culture and teacher perceptions, ultimately impacting student outcomes.

Table 5 displays the mean distribution of the level of transformational leadership exhibited by elementary school heads in terms of inspirational motivation, as perceived by teachers. The results indicate a positive perception of the school heads' ability to inspire and motivate their team towards achieving organizational goals. Teachers strongly agree that the school head can motivate and inspire them to work towards organizational goals (Mean = 4.50) and celebrate successes while acknowledging efforts (Mean = 4.52).

Table 5. Mean Distribution of the Level of Transformational Leadership Exhibited by Elementary School Heads in Terms of Inspirational Motivation

Inspirational Motivation <i>My School Head...</i>	Mean	Description
1. is able to motivate and inspire me to work towards our organization's goals.	4.50	Strongly Agree
2. encourages me to stretch myself and reach my full potential.	4.45	Agree
3. sets clear goals and expectations for our team.	4.37	Agree
4. celebrates successes and acknowledge efforts towards our goals.	4.52	Strongly Agree
5. is able to generate excitement and enthusiasm around our work.	4.49	Agree
6. is able to clearly articulate why our work is important.	4.52	Strongly Agree
7. is able to create a sense of urgency around achieving our goals.	4.51	Strongly Agree
8. is able to inspire confidence in our ability to achieve our goals.	4.48	Agree
9. is able to create a positive and energized work environment.	4.45	Agree
10. encourages and supports risk-taking and innovation.	4.43	Agree
Mean	4.46	Agree

Legend: 4.50 – 5.00 Strongly Agree; 3.50 – 4.50 Agree; 2.50 – 3.49 Neutral; 1.50 – 2.49 Disagree; 1.00 – 1.49 Strongly Disagree

Furthermore, the school head is seen as capable of creating a sense of urgency (Mean = 4.51) and clearly articulating why our work is important (Mean = 4.52). Overall, these findings highlight the importance of inspirational motivation in transformational leadership, as it contributes to creating a supportive and empowering work environment conducive to achieving organizational objectives.

Mehboob et al. (2024) emphasizes the importance of leaders motivating and inspiring their teams toward organizational goals, echoing the sentiment of teachers who perceive their school head's ability to do so positively. Moreover, Hassan et al. (2022) highlights the significance of articulating the importance of the work and creating a sense of urgency, elements crucial for inspiring and motivating team members, as perceived by teachers.

Table 6 summarizes the positive perception of elementary school heads' transformational leadership regarding intellectual stimulation among teachers. Results show high mean scores indicating the school heads' support

for intellectual growth, innovation, and professional development. Teachers feel encouraged to think creatively (Mean = 4.34), challenge assumptions (Mean = 4.37), and take initiative (Mean = 4.45). Additionally, the school heads are seen as receptive to new ideas (Mean = 4.46) and provide a safe environment for exploration (Mean = 4.49). They also offer growth opportunities (Mean = 4.48) and support teachers in taking on new responsibilities (Mean = 4.49), providing resources (Mean = 4.39), and soliciting feedback (Mean = 4.49). These findings highlight the crucial role of intellectual stimulation in promoting teacher development and fostering innovation in schools.

Table 6. Mean Distribution of the Level of Transformational Leadership Exhibited by Elementary School Heads in Terms of Intellectual Stimulation

Intellectual Stimulation <i>School Head...</i>	<i>My</i>	Mean	Description
1. encourages me to think creatively and explore new ideas.		4.34	Agree
2. challenges me to think critically and to question assumptions.		4.37	Agree
3. encourages me to take initiative and to be proactive.		4.45	Agree
4. is open to new perspectives and ideas.		4.46	Agree
5. creates a safe space for creative thinking and exploration.		4.49	Agree
6. provides opportunities for professional development and growth.		4.48	Agree
7. encourages me to take on new challenges and responsibilities.		4.49	Agree
8. provides resources and support to help me develop new skills.		4.39	Agree
9. effectively delegates tasks and responsibilities.		4.48	Agree
10. is open to feedback and suggestions for improvement.		4.49	Agree
Mean		4.45	Agree

Legend: 4.50 – 5.00 Strongly Agree; 3.50 – 4.50 Agree; 2.50 – 3.49 Neutral; 1.50 – 2.49 Disagree; 1.00 – 1.49 Strongly Disagree

Stone-Johnson and Weiner (2022) highlight the significance of school leaders encouraging creative thinking and exploration, aligning with the positive perceptions reported by teachers regarding their school head's ability to do so. Furthermore, Akdere and Egan (2020) emphasize the value of providing opportunities for professional development and growth, encouraging staff to take on new challenges, and promoting an open feedback culture, which are all reflective of transformational leadership behaviors associated with intellectual stimulation. Additionally, Stronge and Xu (2021) stress the importance of creating a safe space for innovative ideas and effective delegation of tasks and responsibilities, both of which are perceived positively by teachers in this study.

Table 7 illustrates the mean distribution of transformational leadership exhibited by elementary school heads in terms of individualized consideration, focusing on strongly agreed indicators. The mean score for individualized consideration is 4.46, indicating general agreement among respondents.

Table 7. Mean Distribution of the Level of Transformational Leadership Exhibited by Elementary School Heads in Terms of Individualized Consideration

Individualized Consideration <i>My School Head...</i>	Mean	Description
1. takes the time to get to know me and my strengths and weaknesses.	4.23	Agree
2. provides me with personalized feedback and support.	4.42	Agree
3. approachable and easy to talk to.	4.53	Strongly Agree
4. provides me with opportunities for growth and development that are tailored to my needs.	4.43	Strongly Agree
5. values my input and ideas.	4.54	Strongly Agree
6. provides me with the resources and support I need to succeed.	4.44	Agree
7. shows genuine interest in my well-being and work-life balance.	4.41	Agree
8. is flexible and accommodating when it comes to my work schedule or other personal needs.	4.51	Strongly Agree
9. recognizes and acknowledges my accomplishments and contributions to the team.	4.51	Strongly Agree
10. treats me with respect and fairness, regardless of my position or status within the organization.	4.54	Strongly Agree
Mean	4.46	Agree

Legend: 4.50 – 5.00 Strongly Agree; 3.50 – 4.50 Agree; 2.50 – 3.49 Neutral; 1.50 – 2.49 Disagree; 1.00 – 1.49 Strongly Disagree

Notably, respondents strongly agree that their school head is approachable and easy to talk to (4.53), values input and ideas (4.54), treats team members with respect and fairness (4.54), is flexible and accommodating with work schedules or personal needs (4.51), and recognizes accomplishments and contributions (4.51). These

results highlight the school heads' strengths in fostering a supportive and inclusive environment, where team members feel valued and respected, contributing to overall organizational effectiveness.

Table 8 reveals strong positive correlations between school heads' perceived managerial styles and their transformational leadership behaviors (ranging from 0.777 to 0.887, all $p < 0.001$), rejecting the null hypothesis. This suggests a meaningful association between perceived managerial styles and transformational leadership.

Table 8. Correlation Analysis between the Level of Perceived Managerial Styles and Transformational Leadership of School Heads

<i>Variables</i>	<i>R-value</i>	<i>p-value</i>	<i>Interpretation</i>	<i>Decision</i>
Managerial Styles of School Heads				
and				
Level of Transformational Leadership of School Heads				
Idealized Influence	.887**	.000	Significant	Reject Ho
Inspirational Motivation	.784**	.000	Significant	Reject Ho
Intellectual Stimulation	.777**	.000	Significant	Reject Ho
Individual Consideration	.816**	.000	Significant	Reject Ho

** . Correlation is significant at the 0.01 level (2-tailed).

These findings imply that effective leadership practices, such as idealized influence and individual consideration, are linked to positive outcomes like teacher motivation and student achievement. Fostering a supportive work environment and providing growth opportunities can enhance teacher morale and retention. Moreover, the role of school leaders in shaping organizational culture is highlighted, emphasizing the importance of leadership development programs for enhancing transformational leadership and effective managerial practices. Ultimately, cultivating these behaviors and styles among school leaders is vital for organizational excellence and improved educational outcomes.

Table 9 results from a regression analysis on transformational leadership's impact on teacher motivation (TM) and engagement (TE). Both TM ($R^2 = 0.713$) and TE ($R^2 = 0.727$) have strong explanatory power in the model.

Table 9. Regression analysis on the influence of transformational leadership on teacher motivation (TM) and engagement (TE)

<i>Variables</i>	<i>B</i>		<i>SE</i>		<i>β</i>		<i>t</i>		<i>p</i>	
	TM	TE	TM	TE	TM	TE	TM	TE	TM	TE
(Constant)	.620	.503	.197	.197			3.141	2.561	.002	.011
Idealized Influence	.655	.488	.143	.142	.646	.470	4.590	3.431	.000	.001
Inspirational Motivation	.030	.156	.170	.170	.031	.158	.174	.917	.862	.360
Intellectual Stimulation	.043	-.061	.138	.138	.043	-.060	.310	-.443	.757	.659
Individualized Consideration	.134	.300	.129	.129	.137	.299	1.039	2.327	.300	.021
TM: $R^2 = .713$, $F = 98.595$										
TE: $R^2 = .727$, $F = 106.05$										

a. Dependent Variable: Teacher Motivation & Engagement, * means significant at .05 level.

Idealized influence significantly predicts TM ($\beta = 0.143$, $p = 0.000$) and TE ($\beta = 0.142$, $p = 0.001$), indicating that leaders' charisma and role modeling positively influence teacher motivation and engagement. Individualized consideration also significantly affects TM ($\beta = 0.129$, $p = 0.021$), but not TE, implying personalized support boosts motivation. Inspirational motivation and intellectual stimulation don't significantly impact either outcome. These findings highlight the importance of charismatic leadership and personalized support in enhancing teacher motivation and suggest leaders prioritize these behaviors.

Conclusions

This study introduces the Theory of Transformative Educational Leadership (TEL) based on the results, which asserts that effective leadership in educational settings is characterized by transformative behaviors that inspire and empower stakeholders to achieve excellence and facilitate positive change. Drawing on principles of transformational leadership, TEL highlights four essential dimensions.

Firstly, Visionary Leadership involves articulating a compelling vision that motivates stakeholders toward shared goals, fostering continuous improvement and innovation. Secondly, Collaborative Culture is indispensable, promoting teamwork, communication, and shared decision-making to appreciate diverse perspectives and contributions. Thirdly, Empowering Practices entails providing autonomy, support, and resources to cultivate ownership and responsibility among teachers, staff, and students, fostering a culture of empowerment. Lastly, Continuous Growth and Learning are prioritized, with leaders encouraging professional development, mentorship, and reflective practice to adapt to evolving educational needs.



Figure 1. Transformative Educational Leadership and Management (TELM) Framework

This theory can be further enhanced by integrating Dynamic Management and Inspirational Management principles as shown in Figure 1. Dynamic Management (DM) is a managerial approach that underscores flexibility, agility, and responsiveness to the evolving dynamics within educational environments. Drawing upon principles akin to dynamic leadership theory, DM is focused on navigating uncertainty, complexity, and change inherent in educational contexts. DM managers understand that traditional hierarchical structures and rigid systems may impede progress and innovation. Building on transformational leadership principles, Inspirational Management (IM) focuses on fostering enthusiasm, passion, and commitment among educators, administrators, and other stakeholders. IM leaders articulate a compelling vision for the school, generate excitement about educational goals, and instill purpose and meaning in the work of teachers and staff.

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