

Transformational Leadership in Higher Education Institutions

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ABSTRACT: This study aimed to determine the level of practice of transformational leadership of private higher education administrators and its degree of influence on teachers in private higher education institutions in the City of Koronadal. The research design used is descriptive-correlational. The study employed the use of descriptive statistics such as mean to determine the school administrators' level of practice of transformational leadership and its degree of influence on the teachers and correlation test to determine the relationship between the variables. In gathering the data, the research instrument used was the researcher-prepared survey questionnaire. In terms of level of practice, the findings of the study showed that there is a high level of practice of transformational leadership in private higher education institutions. The study found that all four dimensions of transformational leadership were perceived as "high level of practice". It was also found that the practices of the school administrators along the four dimensions of transformational leadership have a high degree of influence on the respondents. It was also found that there was a significant relationship between the level of administrators' practice of transformational leadership and its degree of influence to their teachers in the teachers of private HEIs in the City of Koronadal based on the correlation test. Moreover, the results showed that the higher the ratings of the respondents in the school administrators' level of practice of transformational leadership, the higher also their rating on its degree of influence on them.

KEYWORDS: *Transformational Leadership, Private Higher Education Institutions, Level of Practice, Dimensions of Transformational Leadership, Degree of Influence*

I. INTRODUCTION

It is broad to define leadership but according to Yukl (2010), it is a process whereby one individual influences other group members toward the attainment of defined or organizational goals. For decades, leadership theories have been the source of numerous studies. In reality as well as in practice, many have tried to define what allows authentic leaders to stand apart from the masses. Hence, the most widespread leadership theories are Great Man Theory, Trait Theory, Behavioral Theories, Contingency Theories, Transactional Theories, and Transformational Theories (Leadership Central, 2016). Out of these theories emerge many leadership styles that can be applied in the context of educational management such as distributed, contingency, transactional, and transformational.

Just as the role of corporate leadership has shifted in the past century from one of autocracy to democracy, similar changes have occurred in higher education (Karada, 2015). While earlier educational research showed little concern for behavioral dimensions, a growing appreciation for the role of the employee has produced leaders who are more sensitive to the human condition and its impact on productivity (Linjuan, 2010). This has led to a growing emphasis on transformational leadership, in which motivational tools are used to build a sense of trust within the community and to empower others (Liao and Chuang, 2007).

Traditionally, when it comes to managing educational institutions, usually the one who exercises the role of being a leader are principals, school administrators, or school presidents. As stated in Batas Pambansa Blg. 232 (The Education Act of 1982), school administrators shall be deemed persons in authority while in the lawful discharge of their duties and responsibilities and shall be accorded due respect and protection (Commonwealth Act No. 578). In this premise, school administrators, whether in the public or private sector, are recognized by the state to have the right to manage an educational institution guided by the provision of the government. This individual is the key to running the school, from physical improvement to managing its employees.

In the Philippine education system, a formal model for managing educational institutions emerged in education agencies such as the Department of Education and Commission on Higher Education wherein the bureaucratic nature of decision-making and goal-setting is transcended from top to bottom. In terms of decision-making and planning, memos and orders were usually coming from the top administrators and then relayed down to different regions, provinces, and cities.

However according to Lunenberg and Ornstein (2012), the general trend today is toward wider use of participatory management practices because these are consistent with supportive and collegial models of modern organization.

Although there are many types and styles of leadership that can be applied in the education setting in terms of management, transformational leadership is unique and one of a kind. Based on previous research, researchers have asserted that transformational leadership is the most important style of leadership as it accommodates the emotions, values, and creativity of followers and develops innovation (Bass & Riggio, 2006).

As suggested by Jin (2010), transformational leadership is unique because it integrates the elements of empathy, compassion, sensitivity, relationship building, and innovation. In addition, transformational leadership motivates and inspires individuals by raising their awareness of the value of the tasks they perform and the importance of organizational goals, and by drawing on their intrinsic needs (Bass, 1985).

What makes it more interesting and different from other leadership styles is its components. As cited by Hoy and Miskell (2013) in the works of Bass and Riggio (2006), the theory posits that the four I's comprised transformational leadership. These are idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration.

Today, the higher education sector is coming under pressure from a dynamic environment characterized by rapid technological change and increased demand, which has drawn the interest of academics and practitioners. This will test the leadership practice of administrators if it can withstand these changes.

Many studies confirm that transformational leadership is effective in managing higher education institutions. A study from Al-Husseini and Elbeltagi (2014) examines the impact of transformational leadership on product and process innovation, and the differences between these impacts in public and private higher education institutions in Iraq.

The results of their research confirmed that the four components of transformational leadership positively influence product and process innovation and help to provide a better understanding of the interlinkages between them. This is important because it demonstrates that aspects of transformational leadership have impacts in terms of generating capabilities that are not developed under the traditional leadership style.

Furthermore, transformational leadership plays a vital role in the overall success of higher education institutions specifically in achieving their goals as leadership style has been identified as the most important factor affecting innovation because leaders can influence the introduction of ideas, set specific goals, and create a culture for innovation (Warrick, 2011).

By looking at the scenario of private higher education institutions in the City of Koronadal, the researcher seeks to answer if transformational leadership is being practiced in a private higher education institution and its degree of influence on its subordinates. Amidst the entire problem faced by education institutions, can transformational leadership help school administrators face the challenges? This research examined whether transformational leadership is practiced by administrators, supervisors, deans, and department heads in private higher education institutions in the city, to what extent it is implemented, and how it influences their teachers.

Statement of the Problem

The general objective of this study determined the extent to which school administrators practice transformational leadership and its degree of influence on their teachers at the selected private higher education institutions (HEIs) in the City of Koronadal.

Specifically, this research sought to answer the following:

1. What is the level of transformational leadership of higher education administrators as perceived by teachers in terms of the extent of their practices along the following dimensions:
 - 1.1. Idealized influence,
 - 1.2. Inspirational motivation,
 - 1.3. Intellectual stimulation and
 - 1.4. Individualized consideration?

2. What is the perceived degree of influence of the administrator's transformational leadership to the teachers along the following:
 - 2.1. Idealized influence,
 - 2.2. Inspirational motivation,
 - 2.3. Intellectual stimulation, and
 - 2.4. Individualized consideration?

3. Is there a significant relationship between administrators' transformational leadership and its influence on the teachers?

Hypotheses

The following was hypothesized by the researcher based on the underlying theories and concepts:

Ha: There is a significant relationship between administrators' transformational leadership and its influence on the teachers of private HEIs in Koronadal City.

Ho: There is no significant relationship between administrators' transformational leadership and its influence on the teachers of private HEIs in Koronadal City.

Significance of the Study

The findings of this study will be useful to the school administrators, their faculty, and future researchers. This study will be helpful to the school administrators and their faculty in helping them to understand more about the concept of transformational leadership, how this leadership style can help their institution to achieve excellence with strong thrust, and decide what adjustments will be done in experiencing problems rooted in the type of leadership in their institution.

Moreover, the results of this study hope to encourage other researchers to conduct similar studies for the betterment of understanding about this leadership style and to spread awareness about transformational leadership on how it can improve not only the schools but also the community.

Scope and Limitation

This study focused mainly on transformational leadership in private higher education institutions here in the City of Koronadal. Other types of leadership such as distributed, servant, transactional, and contingency are excluded from the study to give emphasis on transformational leadership only. It is limited only to the officially employed teachers of private HEIs in the City of Koronadal. The locale of the study was purposively chosen because not all the 15 private HEIs participated in the study due to individual reasons and restrictions, such as the school administrator or president being unable or unwilling to participate in this type of study.

Therefore, this study focused on analyzing the transformational leadership practices of school administrators in private HEIs within the city. Additionally, it investigated the extent to which transformational leadership is practiced as a leadership style in various higher education institutions and its impact on teachers.

Furthermore, this study focused exclusively on the teachers of private HEIs, excluding the participation of school administrators, as they were the subjects being evaluated in the research.

Products of the research are therefore accurate only for the respondents concerned for the particular period of time, while these could be used as springboard for future studies that would be administered at the different colleges and universities in the country.

II. METHODOLOGY

The design of the study is descriptive-correlational. This design uses a questionnaire to gather data about a group of people, looks into the degree of association between variables, and considers the extent to which differences between variables are related to the differences in another variable/s (Uy et al. 2016). Furthermore, this design is appropriate when a study attempts to establish the relationship between and among independent and dependent variables.

In this study, the independent variable is the level of practice of transformational leadership while the dependent variable is the degree of influence of transformational leadership. The study used a survey as a method of data collection to determine the level of practice of transformational leadership of the school administrators and its degree of influence on their teachers.

This study was conducted in the selected private higher educational institutions (HEI) in Koronadal City, South Cotabato, Philippines. The participating private HEIs which allowed the researcher to conduct the survey were ACLC College of Marbel, Green Valley College Foundation, Inc., International Cruise Ship College, Inc., King's College of Marbel, Inc., Marbel Institute of Technical College, Inc., Marbel School of Science and Technology, Marvelous College of Technology, Inc., Notre Dame of Marbel University, Regency Polytechnic College, Inc., St. Alexius College, Inc., and STI College Koronadal City, Inc..

There were a total of 166 teachers in the school year 2016-2017 who are qualified to be respondents to this study based on the criteria set by the researcher. Out of the 166, 118 private HEI teachers employed in the academic year 2016 – 2017 were sampled.

There is only one research instrument used in the study to assess the level of practice of transformational leadership and its influence on the teachers in private HEIs. This instrument is the survey questionnaire. The research used the researcher-prepared instrument based on the different literature. The questions and the items from the survey questionnaire were drawn and taken from the relevant kinds of literature from Bass and Avolio (1992) and Hoy and Miskel (2013) regarding the principles of the four dimensions of transformational leadership

(TL) and the characteristics of each dimension of TL, and has gone through a validation process. Furthermore, the research instrument was validated by experts. The survey questionnaire used was divided into two parts: the respondents' data and the extent of transformational leadership.

In this study, there are two (2) types of data that the researcher had gathered: primary and secondary data. The primary data come from the survey questionnaire that was answered by the teacher respondents. The secondary data are the list of teachers of private higher education institutions in the City of Koronadal.

The Statistical Package for Social Sciences Program (IBM-SPSS V.22) and Microsoft Excel were used for the computation and analysis of the mean of the level of practice and degree of influence of transformational leadership (TL) and Pearson's r correlation for the test of the relationship of the variables. Furthermore, descriptive statistics were used to analyze the extent of practice and influence of transformational leadership.

The data acquired from the survey questionnaire was encoded using Microsoft Excel Software. This software was also used in the organization of tables. Using the SPSS, the researcher computed the overall mean of each dimension of transformational leadership from the data obtained in the survey questionnaire. After that, the researcher determined what dimension was high or low based on the overall mean of the respondents' rating of their school administrators.

The statistical treatments employed in the study were weighted mean and Pearson's r . Weighted mean was utilized in analyzing the descriptive data on the level of practice and degree of influence of transformational leadership with the aid of Microsoft Excel. It was used to obtain the different means of each dimension of transformational leadership as rated by the respondents. In addition, a test of a significant relationship via SPSS was used as a statistical tool in this study to obtain the correlation coefficient and to test if there is a significant relationship between the independent variable (level of practice) and the dependent variable (degree of influence). In determining the strength of correlation from Pearson's r , the correlation coefficient or r value is interpreted using the interpretation of r based on Mady (2013).

III. RESULTS AND DISCUSSIONS

The Level of Practice of Transformational Leadership

Four dimensions of transformational leadership (TL) were assessed by the researcher. Bass and Riggio (2006), as cited by Hoy and Miskel (2013), posit that the four I's comprise transformational leadership. These are the idealized influence (II), inspirational motivation (IM), intellectual stimulation (IS), and individualized consideration (IC).

Idealized Influence

Idealized influence refers to leaders who display conviction about important issues, exhibit high standards of ethical and moral conduct, and share risk with followers in setting and attaining goals. Table 1 shows the level of practice of transformational leadership in terms of idealized influence.

Table 1. Level of Practice of Transformational Leadership in terms of Idealized Influence

Statements	Mean	Interpretation
<i>My College Dean/ Department Head/ School President:</i>		
1. Displays a strong sense of confidence	3.49	High Level of Practice
2. Acts in ways that build others' respect for him/her inside and outside the school	3.44	High Level of Practice
3. Emphasizes the importance of having a collective sense of mission	3.43	High Level of Practice
4. Goes beyond self-interest for the good of the group	3.42	High Level of Practice
5. Possesses a high-order ideals and ethics	3.42	High Level of Practice
6. Specified the importance of having a strong sense of purpose	3.42	High Level of Practice
7. Considers the moral and ethical consequences of every decision to be implemented in our school	3.41	High Level of Practice
Weighted Mean	3.43	High Level of Practice

Range of Mean Interpretation
 3.60 – 4.00 Very High Level of Practice
 2.60 – 3.59 High Level of Practice
 1.60 – 2.59 Moderate Level of Practice
 1.00 – 1.59 Low Level of Practice

The idealized influence has seven indicators. It can be seen in the data that the level of practice of the school administrators in this dimension is high as it obtained a weighted mean of 3.43. Based on the interpretation of the range of means for the level of practice in each dimension of transformational leadership, the results showed that the school administrators of the private HEIs were perceived by their teachers/faculty as leaders who often hold subordinates' trust, often maintain their faith and respect, often show dedication to them, often appeal to their hopes and dreams, and often act as their role model.

Inspirational Motivation

The second dimension of transformational leadership (TL) is inspirational motivation which comes primarily from leaders' behaviors that provide meaning and challenge for followers. According to Bass and Riggio, as cited by Lunenberg & Ornstein (2012), inspirational motivation involves a leader behaving in ways that foster enthusiasm for and commitment to a shared vision of the future. Often, that vision is conveyed through the use of symbols to focus efforts. Table 2 shows that there were five indicators of inspirational motivation.

Table 2. Level of Practice of Transformational Leadership in terms of Inspirational Motivation

Statements	Mean	Interpretation
<i>My College Dean/ Department Head/ School President:</i>		
1. expresses with a few simple words what we could do and should do.	3.34	High Level of Practice
2. communicates to the faculty that the mission and vision is "ATTAINABLE"	3.31	High Level of Practice
3. encourages every follower to envision an attractive future, which they can ultimately envision for themselves.	3.31	High Level of Practice
4. provides meaning and challenge for every follower.	3.28	High Level of Practice
5. energizes people by projecting an attractive and optimistic future for our school.	3.28	High Level of Practice
Weighted Mean	3.31	High Level of Practice

With a weighted mean of 3.31, it can be seen in the data that the level of practice of the school administrators in the second dimension is high based on the perception of the teachers in each indicator of inspirational motivation. The school administrators in the private HEIs were perceived as leaders who often provide a vision, often use appropriate symbols and images to help others focus on their work, and often try to make others feel their work is significant based on the interpretation of the range of means for the level of practice in each dimension of transformational leadership.

Intellectual Stimulation

The third dimension of transformational leadership is intellectual stimulation which describes leaders that make their followers "*think out of the box*" when facing problems and stimulate them to be creative and innovative in solving those problems. Intellectual stimulation involves leaders who behave in ways that challenge their followers to be innovative and creative by questioning assumptions and reframing old situations in new ways (Lunenberg and Ornstein, 2012). In return, followers stimulate their leaders to reconsider their own perspectives and assumptions (Hoy and Miskel, 2013).

Table 3 shows that there were five indicators of intellectual stimulation in this study that were perceived by the respondents in their school administrators.

Table 3. Level of Practice of Transformational Leadership in terms of Intellectual Stimulation

Statements	Mean	Interpretation
<i>My College Dean/ Department Head/ School President:</i>		
1. seeks differing perspectives when solving problems and gets others to look at problems from many angles.	3.27	High Level of Practice
2. doesn't ridicule or criticize us in public if we commit mistakes and shortcomings in our tasks in school.	3.26	High Level of Practice
3. stimulates the followers' effort to be innovative and creative by questioning assumptions, reframing problems, and approaching old situations in new ways.	3.25	High Level of Practice
4. enables others to think about old problems in new ways (<i>Think Out Of The Box</i>).	3.18	High Level of Practice
5. stimulates our school administrator to reconsider his/her perspectives and assumptions for the benefit of all.	3.14	High Level of Practice
Weighted Mean	3.22	High Level of Practice

As shown in the data, all indicators were perceived as high in the level of practice. With a weighted mean of 3.22, it can be seen in the data that the level of practice of the school administrators in this dimension is high as perceived by the teacher respondents. The respondents perceived their school administrators in the private HEIs as leaders who often encourage others to be creative in looking at old problems in new ways, often create an environment that is tolerant of seemingly extreme positions, and often nurture people to question their values and beliefs and those of the organization based on the interpretation of the range of means for the level of practice in each dimension of transformational leadership.

Individualized Consideration

The fourth and last dimension of transformational leadership (TL) is individualized consideration which involves leaders who behave in ways that help followers achieve their potential through coaching, professional development, and mentoring. Individualized consideration suggests that transformational leaders focus particular attention on each individual's needs for achievement and growth. Table 4 shows the level of practice of transformational leadership in terms of individualized consideration.

Table 4. Level of Practice of Transformational Leadership in terms of Individualized Consideration

Statements	Mean	Interpretation
<i>My College Dean/ Department Head/ School President:</i>		
1. treats others as individuals rather than just as a member of the group.	3.25	High Level of Practice
2. creates new learning opportunities along with a supportive climate that allows every member of the faculty to grow.	3.24	High Level of Practice
3. spend time with us in teaching, professional development, and coaching to help us achieve our potential.	3.19	High Level of Practice
4. focuses particular attention on each individual's needs for achievement and growth.	3.19	High Level of Practice
5. gives personal attention to those who seem rejected in our school.	3.04	High Level of Practice
Weighted Mean	3.18	High Level of Practice

There were five indicators of individualized consideration in this study. With a weighted mean of 3.18 shown in the data, it can be seen that the level of practice of the school administrators in this dimension is high as perceived by the teacher respondents.

Since the level of practice of their school administrators is high, therefore the school administrators in the private HEIs were perceived as leaders who often show interest in others' well-being, often assign projects individually, and often pay attention to those who seem less involved in the group based on the interpretation of the range of means for the level of practice in each dimension of transformational leadership.

General Interpretation for the Level of Practice of Transformational Leadership

In general, there were four dimensions of transformational leadership in this study that were perceived by the 118 teacher respondents as a "high level of practice". The result is shown in Table 5.

Table 5. Summary of Level of Practice of Transformational Leadership in the Four Dimensions

Dimensions of Transformational Leadership	Mean on the Level of Practice	Interpretation	Description
Idealized Influence	3.43	High Level of Practice	The school administrators often hold subordinates' trust, often maintain their faith and respect, often show dedication to them, often appeal to their hopes and dreams, and often act as their role models.
Inspirational Motivation	3.31	High Level of Practice	The school administrators often provide a vision, often use appropriate symbols and images to help others focus on their work, and often try to make others feel their work is significant.
Intellectual Stimulation	3.22	High Level of Practice	The school administrators often encourage others to be creative in looking at old problems in new ways, often create an environment that is tolerant of seemingly extreme positions, and often nurture people to question their own values and beliefs and those of the organization.
Individualized Consideration	3.18	High Level of Practice	The school administrators often show interest in others' well-being, often assign projects individually, and often pay attention to those who seem less involved in the group.
Overall Weighted Mean	3.29	High Level of Practice	

Range of Mean Interpretation

- 3.60 – 4.00 Very High Level of Practice
- 2.60 – 3.59 High Level of Practice
- 1.60 – 2.59 Moderate Level of Practice
- 1.00 – 1.59 Low Level of Practice

Generally, the private HEIs school administrators' level of practice of transformational leadership is high as perceived by the teacher respondents based on its weighted mean of 3.29. Based on the interpretation of range of means for the level of practice in each dimension of transformational leadership, the school administrators in the private HEIs who have a high level of practice of transformational leadership were perceived to possess the following characteristics: often hold subordinates' trust, often maintain their faith and respect, often show dedication to them, often appeal to their hopes and dreams, often act as their role model, often provide a vision, often use appropriate symbols and images to help others focus on their work, often try to make others feel their work is significant, often encourage others to be creative in looking at old problems in new ways, often create an environment that is tolerant of seemingly extreme positions, often nurture people to question their own values and beliefs and those of the organization, often show interest in others' well being, often assign projects individually, and often pay attention to those who seem less involved in the group.

The Degree of Influence of Transformational Leadership

The teacher respondents were asked if the practice of transformational leadership, as they have observed, has influenced them.

Idealized Influence

Table 6 shows the private HEIs school administrators' degree of influence of transformational leadership on their teachers/faculty in terms of idealized influence.

Table 6. Degree of Influence of Transformational Leadership in terms of Idealized Influence

Statements	Mean	Interpretation
<i>My College Dean/ Department Head/ School President:</i>		
1. Acts in ways that build others' respect for him/her inside and outside the school	3.27	High Degree of Influence
2. Displays a strong sense of confidence	3.25	High Degree of Influence
3. Considers the moral and ethical consequences of every decision to be implemented in our school	3.25	High Degree of Influence
4. Specified the importance of having a strong sense of purpose	3.19	High Degree of Influence
5. Possesses high-order ideals and ethics	3.19	High Degree of Influence
6. Emphasizes the importance of having a collective sense of mission	3.14	High Degree of Influence
7. Goes beyond self-interest for the good of the group	3.08	High Degree of Influence
Weighted Mean	3.20	High Degree of Influence

Range of Mean Interpretation

3.60 – 4.00 Very High Degree of Influence

2.60 – 3.59 High Degree of Influence

1.60 – 2.59 Moderate Degree of Influence

1.00 – 1.59 Low Degree of Influence

There were seven indicators of idealized influence and all the criteria have a “high degree of influence” on the respondents based on its weighted mean of 3.20. Furthermore, it was interpreted that the characteristics of the school administrators in the private HEIs that have a high degree of influence on the respondents were their practice of holding the subordinates' trust, maintaining their faith and respect, showing dedication to them, appealing to their hopes and dreams, and acting as their role model based on the interpretation of the range of means for the degree of influence in each dimension of transformational leadership practice.

Inspirational Motivation

Table 7 shows the private HEIs school administrators' degree of influence of transformational leadership on their teachers/faculty in terms of inspirational motivation.

Table 7. Degree of Influence of Transformational Leadership in terms of Inspirational Motivation

Statements	Mean	Interpretation
<i>My College Dean/ Department Head/ School President:</i>		
1. encourages every follower to envision an attractive future, which they can ultimately envision for themselves.	3.17	High Degree of Influence
2. communicates to the faculty that the mission and vision is "ATTAINABLE"	3.15	High Degree of Influence
3. expresses with a few simple words what we could do and should do.	3.14	High Degree of Influence
4. energizes people by projecting an attractive and optimistic future for our school.	3.10	High Degree of Influence
5. provides meaning and challenge for every follower.	3.05	High Degree of Influence
Weighted Mean	3.12	High Degree of Influence

There were five indicators of inspirational motivation. The table shows that all the indicators of inspirational motivation have a "high degree of influence" on the respondents based on its weighted mean of 3.12. Based on the interpretation of the range of means for the degree of influence in each dimension of transformational leadership, it was interpreted that the characteristics of the school administrators of the private HEIs which have a high degree of influence on the respondents were their practices of providing a vision, using appropriate symbols and images to help others focus on their work, and trying to make others feel their work is significant.

Intellectual Stimulation

Table 8 shows the private HEIs school administrators' degree of influence of transformational leadership on their teachers/faculty in terms of intellectual stimulation.

Table 8. Degree of Influence of Transformational Leadership in Terms of Intellectual Stimulation

Statements	Mean	Interpretation
<i>My College Dean/ Department Head/ School President:</i>		
1. doesn't ridicule or criticize us in public if we committed mistakes and shortcomings in our tasks in school.	3.11	High Degree of Influence
2. seeks differing perspectives when solving problems and gets others to look at problems from many angles.	3.11	High Degree of Influence
3. stimulates the followers' effort to be innovative and creative by questioning assumptions, reframing problems, and approaching old situations in new ways.	3.10	High Degree of Influence
4. stimulates our school administrator to reconsider his/her own perspectives and assumptions for the benefit of all.	3.01	High Degree of Influence
5. enables others to think about old problems in new ways (<i>Think Out Of The Box</i>).	2.97	High Degree of Influence
Weighted Mean	3.06	High Degree of Influence

As shown in the data, all five indicators under the degree of influence of transformational leadership in intellectual stimulation were perceived by the respondents to have a “high degree of influence” to them as it obtained a weighted mean of 3.06. Based on the interpretation of the range of means for the degree of influence in each dimension of transformational leadership, it was interpreted that the characteristics of the school administrators of the private HEIs which have a high degree of influence on the respondents were their practices of encouraging others to be creative in looking at old problems in new ways, creating an environment that is tolerant of seemingly extreme positions, and nurturing people to question their own values and beliefs and those of the organization.

Individualized Consideration

Table 9 shows the private HEIs school administrators’ degree of influence of transformational leadership on their teachers/faculty in terms of intellectual stimulation.

Table 9. Degree of Influence of Transformational Leadership in terms of Individualized Consideration

Statements	Mean	Interpretation
<i>My College Dean/ Department Head/ School President:</i>		
1. creates new learning opportunities along with a supportive climate in which allows every member of the faculty to grow.	3.10	High Degree of Influence
2. spends time with us in teaching, professional development, and coaching to help us achieve our potential.	3.04	High Degree of Influence
3. focuses particular attention on each individual’s needs for achievement and growth.	3.04	High Degree of Influence
4. treats others as individuals rather than just as a member of the group.	3.02	High Degree of Influence
5. gives personal attention to those who seem rejected in our school.	2.95	High Degree of Influence
Weighted Mean	3.03	High Degree of Influence

Overall, the results in the five indicators of individualized consideration showed that the practice of the school administrators in this dimension has a “high degree of influence” on the teachers as it obtained a weighted mean of 3.03. Based on the interpretation of the range of means for the degree of influence in each dimension of transformational leadership, it was interpreted that the characteristics of the school administrators of the private HEIs that have a high degree of influence on the respondents were their practices of showing interest in others’ well-being, assigning projects individually, and paying attention to those who seem less involved in the group have a high degree of influence to the respondents.

General Interpretation for the Degree of Influence of Transformational Leadership

In general, four dimensions of transformational leadership were rated by the 118 respondents. This helped the researcher diagnose if the practice of private HEI’s school administrators in the four dimensions of transformational leadership influences the respondents.

Table 10 shows the school administrators’ degree of influence of transformational leadership on their teachers/faculty along the four dimensions.

Table 10. Degree of Influence of Transformational Leadership to the Respondents in the Four Dimensions

DIMENSIONS OF TRANSFORMATIONAL LEADERSHIP	MEAN OF DEGREE OF INFLUENCE	INTERPRETATION	DESCRIPTION
Idealized Influence	3.20	High Degree of Influence	The school administrators' practice of holding the subordinates' trust, maintaining their faith and respect, showing dedication to them, appealing to their hopes and dreams, and acting as their role models have a high degree of influence on the respondents.
Inspirational Motivation	3.12	High Degree of Influence	The school administrators' practice of providing a vision, using appropriate symbols and images to help others focus on their work, and trying to make others feel their work is significant to have a high degree of influence on the respondents.
Intellectual Stimulation	3.06	High Degree of Influence	The school administrators' practice of encouraging others to be creative in looking at old problems in new ways, creating an environment that is tolerant of seemingly extreme positions, and nurturing people to question their own values and beliefs and those of the organization have a high degree of influence to the respondents.
Individualized Consideration	3.03	High Degree of Influence	The school administrators' practice of showing interest in others' well-being, assigning projects individually, and paying attention to those who seem less involved in the group have a high degree of influence on the respondents.
Overall Weighted Mean	3.10	High Degree of Influence	

Generally, all the dimensions of transformational leadership have a high degree of influence on the respondents. The teachers/faculty respondents in private higher education institutions in the City of Koronadal perceived that the practices of their school administrators along the four dimensions of transformational leadership have a "high degree of influence" on them based on its weighted mean of 3.10.

Based on the interpretation of range of means for the degree of influence in each dimension of transformational leadership, it was interpreted that the characteristics of the school administrators in the private HEIs that were perceived by the respondents to have a high degree of influence to them were the following: holding the subordinates' trust, maintaining their faith and respect, showing dedication to them, appealing to their hopes and dreams, acting as their role model, provider of a vision, using appropriate symbols and images to help

others focus on their work, trying to make others feel their work is significant, encouraging others to be creative in looking at old problems in new ways, creating an environment that is tolerant of seemingly extreme positions, nurturing people to question their own values and beliefs and those of the organization, showing interest in others' well being, assigning projects individually, and paying attention to those who seem less involved in the group.

It is now analyzed that this finding was supported by the findings of Al-Husseini and Elbeltagi (2014) in their study where the results of their research confirmed that the four components of transformational leadership positively influence the teachers in Private HE and help in providing better understanding of the inter-linkages between them. This is important because it demonstrates that aspects of transformational leadership have impacts in terms of generating capabilities that are not developed under the traditional leadership style.

Presentation of Means of Level of Practice and Degree of Influence of Transformational Leadership

Table 11 shows the private HEIs school administrators' level of practice and degree of influence of transformational leadership as perceived by their teachers/faculty along the four dimensions.

Table 11. Means of Level of Practice and Degree of Influence of Transformational Leadership

DIMENSIONS OF TRANSFORMATIONAL LEADERSHIP	LEVEL OF PRACTICE OF TRANSFORMATIONAL LEADERSHIP			DEGREE OF INFLUENCE TO TEACHERS		
	MEAN OF LEVEL OF PRACTICE	INTERPRETATION	RANK	MEAN OF DEGREE OF INFLUENCE	INTERPRETATION	RANK
Idealized Influence	3.43	High Level of Practice	1	3.20	High Degree of Influence	1
Inspirational Motivation	3.31	High Level of Practice	2	3.12	High Degree of Influence	2
Intellectual Stimulation	3.22	High Level of Practice	3	3.06	High Degree of Influence	3
Individualized Consideration	3.18	High Level of Practice	4	3.03	High Degree of Influence	4
OVERALL WEIGHTED MEAN	3.29	High Level of Practice		3.10	High Degree of Influence	

The results showed that according to the 118 respondents of this study, the school administrators' level of practice of transformational leadership is high and its degree of influence to the respondents is also high.

In terms of the level of practice, the respondents in the private HEI's in the City of Koronadal perceived their school administrators in the four dimensions of transformational leadership to have a "high level of practice" based on its overall weighted mean of 3.29.

Based on the interpretation of the range of means for the level of practice in each dimension of transformational leadership, the school administrators in the private HEIs have a high level of practice of transformational leadership and were perceived by the respondents to have the following characteristics presented in Table 12.

Table 12. Characteristics of School Administrators with High Levels of Practice

Dimensions of Transformational Leadership	Characteristics of School Administrators with High Levels of Practice
Idealized Influence	The school administrators often hold subordinates' trust, often maintain their faith and respect, often show dedication to them, often appeal to their hopes and dreams, and often act as their role models.
Inspirational motivation	The school administrators often provide a vision, often use appropriate symbols and images to help others focus on their work, and often try to make others feel their work is significant.
Intellectual stimulation	The school administrators often encourage others to be creative in looking at old problems in new ways, often create an environment that is tolerant of seemingly extreme positions, and often nurture people to question their own values and beliefs and those of the organization.
Individualized consideration	The school administrators often show interest in others' well-being, often assign projects individually, and often pay attention to those who seem less involved in the group.

On the other hand, the degree of influence of transformational leadership of the school administrators in the private HEIs along the four dimensions was perceived by the respondents to have a "high degree of influence" on them based on its overall weighted mean of 3.10. The high degree of influence of the school administrators was perceived by the respondents to have a good influence on them.

Based on the interpretation of the range of means for the degree of influence in each dimension of transformational leadership, the school administrators in the private HEIs have a high degree of influence on their subordinates and were perceived by the respondents to have the following characteristics presented in Table 13.

Table 13. Characteristics of School Administrators with High Degree of Influence

Dimensions of Transformational Leadership	Characteristics of School Administrators with High Degree of Influence
Idealized Influence	The school administrators hold the subordinates' trust, maintain their faith and respect, show dedication to them, appeal to their hopes and dreams, and act as their role models.
Inspirational motivation	The school administrators provide a vision, use appropriate symbols and images to help others focus on their work, and try to make others feel their work is significant.
Intellectual stimulation	The school administrators encourage others to be creative in looking at old problems in new ways, create an environment that is tolerant of seemingly extreme positions, and nurture people to question their own values and beliefs and those of the organization.
Individualized consideration	The school administrators show interest in others' well-being, assign projects individually, and pay attention to those who seem less involved in the group.

Relationship between Level of Practice and Degree of Influence

Based on the data obtained from the respondents, the researcher wants to find out if there is a relationship between the variables' level of practice and degree of influence by using correlation analysis. According to Pallant (2005), correlation analysis is used to describe the strength and direction of the linear relationship between two variables. Using this, it answered the third problem of the study that the researcher attempts to find out.

It was hypothesized that the higher the level of practice of transformational leadership among administrators as observed by teachers, the higher their rating on the degree of influence. Figure 1 shows the scatter plot of the two variables, the level of practice and the degree of influence of transformational leadership.

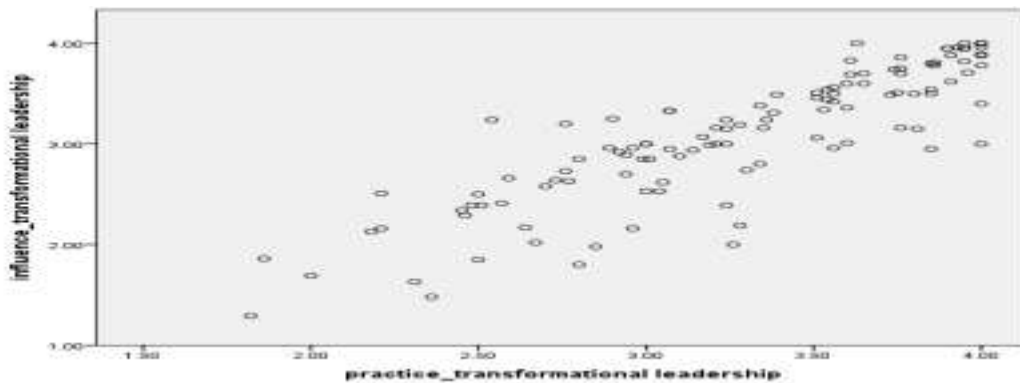


Figure 1. Scatter Plot of Level of Practice of Transformational Leadership and Its Degree of Influence to the Teachers

It can be seen in the scatter plot that the data show an upward trend and can be interpreted that the variables have a positive relationship. Pallant (2005) explained that an upward trend in the scatter plot indicates a positive relationship as high scores on X associated with high scores in Y. Furthermore, the higher the school administrators’ level of practice of transformational leadership brings about a higher degree of influence to teachers in the different dimensions of Transformational Leadership.

Table 14 presents the correlation test of the independent and dependent variables of the study.

Table 14. Pearson’s r Correlation Test of Significant Relationship between Level of Practice and Degree of Influence of Transformational Leadership

Hypothesis	IV	DV	Correlation Coefficient (r)	Significance (p-value)	Decision
There is no significant relationship between the level of practice of transformational leadership among administrators as observed by teachers and the degree of influence.	Level of Practice	Degree of Influence	.869	significant	reject

r Interpretation

- ±.01 to ±.19 Negligible correlation
- ±.20 to ±.29 Low correlation
- ±.30 to ±.39 Moderate correlation
- ±.40 to ±.69 High correlation
- ±.70 to ±1.00 Very high correlation

Based on the result of the correlation test, the researcher found that there was a ‘*very high correlation*’ between the administrators’ practice of transformational leadership and its degree of influence on the respondents as it obtained $r = .869$. It can be interpreted that the variables have a significant relationship based on their correlation coefficient. Specifically, the data indicate that there was a strong, positive correlation between the two variables, with a high level of practice of Transformational Leadership (TL) associated with a high degree of influence.

Furthermore, the higher the school administrators’ level of practice of transformational leadership brings about a higher degree of influence on teachers in the different dimensions of TL. The following characteristics of the school administrators that have a positive/good influence on the teachers were holding the subordinates’ trust, maintaining their faith and respect, showing dedication to them, appealing to their hopes and dreams, acting as their role model, provider of a vision, using appropriate symbols and images to help others focus on their work, trying to make others feel their work is significant, encouraging others to be creative in looking at old problems

in new ways, creating an environment that is tolerant of seemingly extreme positions, nurturing people to question their own values and beliefs and those of the organization, showing interest in others' well being, assigning projects individually, and paying attention to those who seem less involved in the group.

This finding supports the study of Aquino (2013) that practicing transformational leadership or interacting with subordinates is important and has an influence on the teachers in ways that enhance their creativity and motivation to perform well in the organization.

Therefore, the researcher rejected the null hypothesis "*There is no significant relationship between the level of practice of transformational leadership among administrators as observed by teachers and the degree of influence*".

IV. CONCLUSION

Based on the results, the study concludes that the private HEIs school administrators in the City of Koronadal have a high level of practice in all the dimensions of transformational leadership and has also a high degree of influence on the teachers. The variables' level of practice and degree of influence were also highly correlated to each other.

V. RECOMMENDATIONS

1. The school administrators of the teachers in private HEIs in the City of Koronadal should develop transformational leadership along the four dimensions namely the idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration so that their subordinates will be influenced more.
2. Private higher education institutions should prioritize selecting a school administrator with a transformative leadership style and explicitly incorporate this requirement into their school development plan. Additionally, institutions should provide continuous leadership training to ensure administrators stay updated on best practices. Then, establish mentorship programs to support new leaders in adopting a transformative approach, and encourage collaboration between administrators, faculty, and students to foster an inclusive and innovative academic environment.
3. Private higher education institutions should implement and conduct regular performance assessments to evaluate leadership effectiveness and drive ongoing improvement for their administrators. With this, it will promote a culture of professional development, ensuring that leadership aligns with institutional goals and educational advancements.
4. Since this is a quantitative study, qualitative research can be recommended to future researchers to give answers and understand deeply how the dimensions of transformational leadership influence the teachers in the private higher education institution in the City of Koronadal.

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