

School Heads' Transformational Leadership Practices and Teachers' Morale Amidst Multiple Ancillary Services

Precious Capadosa Genodia¹, Mildred Fernandez Accad²

¹Teacher III, Tbolok Elementary School, Department of Education

²Dean, Graduate School, Sultan Kudarat State University

Abstract

Amid the dynamic environment of elementary schools, transformational leadership plays a crucial role in shaping teacher morale. This study examined the impact of transformational leadership practices on teacher well-being, job satisfaction, and overall outlook in the Tboli West District during the 2023–2024 school year. A descriptive-correlational design explored the relationship between school administrators' leadership styles and teacher morale among educators handling multiple ancillary services. Findings revealed that the highest percentage of teachers belonged to the 29–33 age group (30%), while the lowest was in the 59–63 age group (1%). Relatively, they have 5–8 years of service (29%), with only 1% having 29–32 years of experience. Teachers handle 4–5 ancillary tasks (61%), while only 1% manage 10–11 tasks. Transformational leadership was rated high, with visionary thinking ($M = 3.66$, $SD = 0.47$), collaboration ($M = 3.67$, $SD = 0.47$), and empowering stakeholders ($M = 3.62$, $SD = 0.49$) receiving positive evaluations. Similarly, teacher morale was consistently high, with job satisfaction ($M = 3.77$, $SD = 0.50$), outlook ($M = 3.59$, $SD = 0.51$), and well-being ($M = 3.57$, $SD = 0.52$) reflecting resilience. Regression analysis indicated that teacher morale was significantly influenced by age and length of service, while the number of ancillary services had no significant effect. Correlation analysis further confirmed a significant relationship between transformational leadership practices and teacher morale, underscoring the vital role of effective leadership in maintaining teacher motivation despite workload challenges.

Keywords: Transformational leadership, teacher morale, ancillary services, job satisfaction, Tboli West District.

CHAPTER I

INTRODUCTION

Background of the Study

Amid the lively activity of elementary schools, where the foundations of future generations are laid, one may question what sets a successful educational environment apart from a struggling one. The answer frequently resides in the subtle yet impactful force of transformational leadership.

Globally, transformational leadership has emerged as a key driver of positive change in educational institutions. It is widely regarded as an effective leadership model that enhances organizational outcomes by fostering follower satisfaction, motivation, and morale across diverse cultural contexts. Casa et al.

(2021) emphasized that transformational leadership behaviors meet the criteria for functional universality, meaning they are effective regardless of cultural or geographical setting. Studies by Kanesan et al. (2018) and Guinta (2020) affirm that transformational leadership promotes a positive school climate, enhances teacher morale, and increases professional motivation when applied effectively.

The culturally rich and diverse educational environment in the ASEAN region presents both challenges and opportunities for transformational leadership. As the bedrock of education, elementary schools play a critical role in shaping future leaders and responsible citizens. Leaders in ASEAN must demonstrate cultural sensitivity, inclusiveness, and a commitment to equity, uniting communities under shared educational goals despite linguistic, religious, and socio-economic differences.

In the Philippines, transformational leadership is vital in guiding schools through continuous reforms and addressing complex educational challenges. It is closely associated with social justice, as leaders often advocate for the marginalized, push for inclusive policies, and work to bridge socio-economic gaps in access to quality education. Within the Department of Education (DepEd), transformational leadership has been pivotal in implementing major reforms such as the K-12 program, with leaders supporting teachers through professional development and pedagogical innovation (Bautista, Bernardo, & Ocampo, 2018).

However, in rural communities like Tboli and South Cotabato, public elementary schools often face severe resource limitations. Teachers are burdened with numerous ancillary responsibilities ranging from advisory roles and administrative tasks to research coordination and student welfare programs alongside their teaching duties (Alimboyong, 2019; Dionampo & Quines, 2023). While ancillary services such as student support and community outreach are essential to school operations (Margallo et al., 2019), they contribute to teacher overload, impacting morale and job satisfaction (Erichsen & Reynolds, 2020).

The cumulative effect of these challenges has led to a growing sense of dissatisfaction among teachers, often resulting in burnout, transfers, or attrition (Darling-Hammond, 2017). In response, school leadership must evolve to address the complex needs of both educators and the school system.

Although the global literature affirms the benefits of transformational leadership, most of its conceptual development stems from Western contexts. As Rivera and Leveric (2018) noted, there is a scarcity of localized studies in Asia, particularly those that examine the link between transformational leadership and teacher morale within the specific context of ancillary service responsibilities.

Therefore, it has explored how transformational leadership practices influence the morale of teachers who are actively engaged in multiple ancillary services in the Tboli West District. This provided context-specific insights that can support improved leadership practices, better teacher experiences, and more effective ancillary service delivery.

Theoretical and Conceptual Framework

This study is founded on Burns' (1978) Transformational Leadership, which emphasizes the role of leaders in inspiring and motivating their followers to achieve exceptional outcomes through visionary thinking, collaboration, and empowering stakeholders. This study can help determine the transformational leadership practices of school heads, which may significantly enhance teacher morale by creating an environment where teachers feel valued and supported, even when faced with additional responsibilities. Another theory that supports this study is Bandura's (1977) Efficacy Theory, which complements this by highlighting the importance of teacher efficacy in their ability to perform tasks and achieve desired outcomes effectively. When transformational leaders support teachers through personalized guidance and encouragement of innovation, they boost teachers' self-efficacy, leading to greater confidence, job

satisfaction, and morale. This study can be particularly crucial in describing the teacher's morale when burdened with ancillary services, as strong self-efficacy can help mitigate stress.

Additionally, Eisenberger et al.'s Organizational Support Theory (OST) (1986) adds another layer by emphasizing the role of perceived organizational support (POS). Transformational leaders can foster a supportive culture by recognizing and valuing teachers' contributions in teaching and ancillary roles, enhancing POS, and improving morale. This study can help describe how the transformational leadership practices of the school heads as a support mechanism significantly impact the teacher's morale in the context of multiple ancillary services.

Furthermore, as defined by Ramachandran and Shibu (2017), teacher morale encompasses job satisfaction, outlook, and feelings of well-being within a workplace setting. This definition is significant as it acknowledges that personal well-being and workplace factors influence teacher morale. The study, anchored in this concept, seeks to understand how transformative leadership practices impact these dimensions, with implications for teacher well-being, job satisfaction, and educational effectiveness.

INDEPENDENT VARIABLES

DEPENDENT VARIABLES

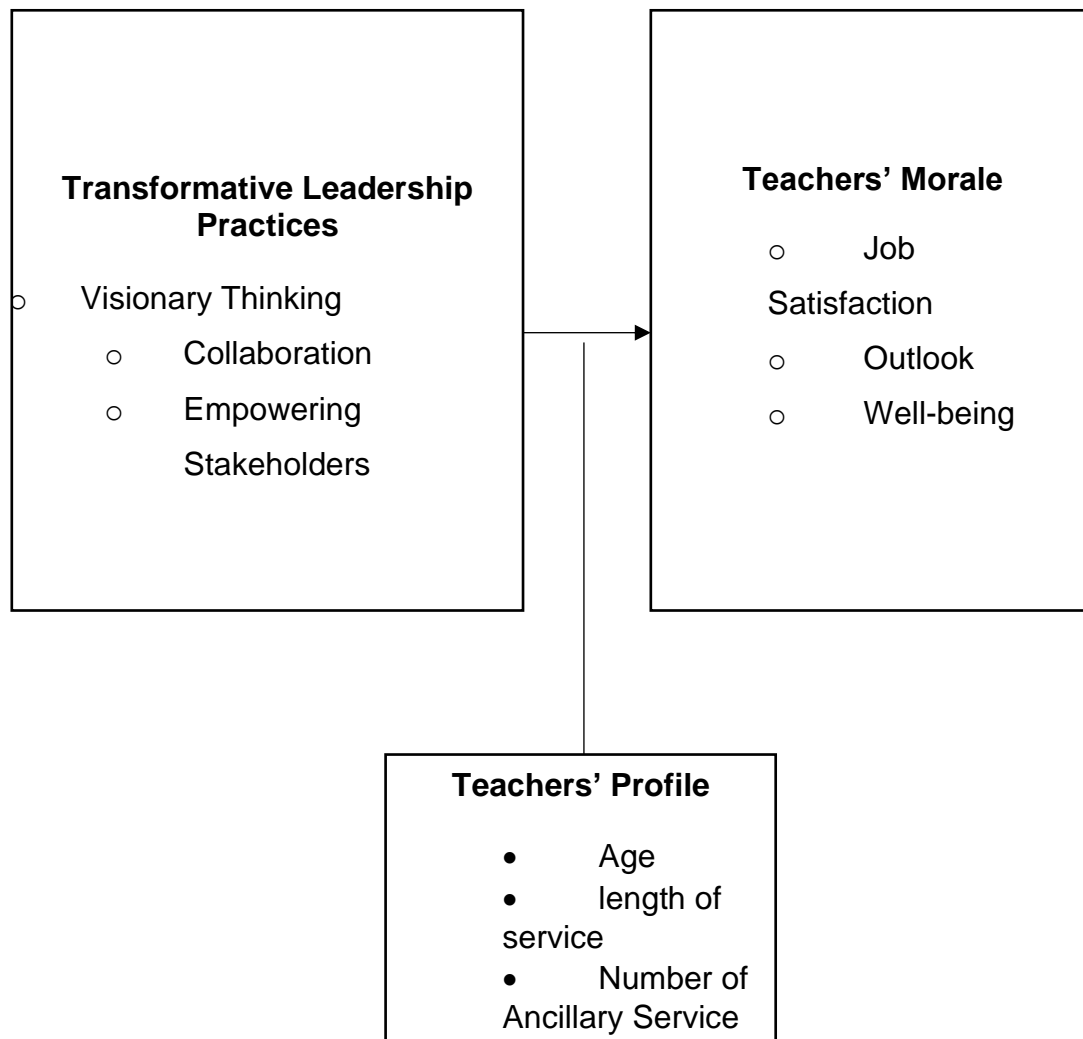


Figure 1. Conceptual Framework of the Study

Statement of the Problem

This study determined the extent of transformational leadership practices of school administrators and the level of teacher morale and their relationship in the context of multiple ancillary services in elementary schools of the Tboli West District. It answered the following research questions:

- What is the profile of the teacher in terms of:
 - age;
 - length of service; and,
 - number of ancillary services?
- To what extent do school administrators in elementary schools manifest transformative leadership practices in terms of:
 - visionary thinking;
 - collaboration; and,
 - empowering stakeholders?
- What is the level of teacher morale in schools with multiple ancillary services in terms of:
 - job satisfaction;
 - outlook; and
 - well-being?
- Is the teachers' morale influenced by age, length of service, and the number of ancillary services they become involved in?
- Is there a significant relationship between school heads' transformative leadership practices and teacher morale among educators engaged in ancillary service provision?

Hypotheses of the Study

The following are the formulated hypotheses in null form that guided the study:

1. The teacher's morale is not influenced by age, length of service, or ancillary services.
2. There is no significant relationship between transformative leadership practices and teachers' morale.

Significance of the Study

The study on transformative leadership practices and teacher morale in the context of ancillary services has the potential to significantly impact various stakeholders in education. It can guide policies and practices at the departmental level, empower school administrators to create more supportive environments, provide teachers with insights to enhance their morale and inspire future research to advance our understanding of the complex relationship between leadership and teacher well-being in educational settings.

Teachers. Understanding the impact of transformative leadership practices can empower teachers to seek environments that foster these practices. Teachers can advocate for leadership styles that prioritize their well-being and professional growth. Furthermore, the study's findings may provide teachers with valuable insights into engaging with and supporting school leaders in creating a positive school climate, ultimately benefiting their morale and overall student educational experience.

School administration. This study can help determine the transformational leadership practices of school heads, which may significantly enhance teacher morale by creating an environment where teachers feel valued and supported, even when faced with additional responsibilities.

Department of Education. This study can potentially inform policy and guidelines regarding leadership development and school support. Understanding how transformative leadership practices impact teacher morale within the context of ancillary services can guide the department in providing school leaders with resources, training, and best practices. By recognizing the importance of leadership in creating a positive school climate, the department can work towards fostering environments that enhance teacher morale, ultimately leading to improved teacher retention, student outcomes, and overall school effectiveness.

Future Research. This study can serve as a springboard for future research in several ways. Researchers may explore the long-term effects of transformative leadership practices on teacher morale and student outcomes. Additionally, further investigation could delve into specific strategies or interventions that school leaders can implement to enhance teacher morale within the context of ancillary services.

Scope and Delimitation of the Study

This study exclusively examined transformational leadership practices and their influence on teacher morale in the Tboli West District during the school year 2023-2024. It aimed to understand how school administrators' leadership styles affect teachers' well-being, job satisfaction, and overall outlook.

Surveys were the primary data gathering method from ninety-four (94) teachers and ten (10) school heads who were the study's subjects. These tools provided comprehensive insights into the relationship between transformational leadership practices and teacher morale.

The study was delimited to the Tboli West District, specifically analyzing teachers' transformational leadership practices and morale during the identified period. It excluded other leadership styles, schools outside the district, and external factors such as socioeconomic conditions or personal challenges that might influence morale. Moreover, the study focused on identifying trends and relationships rather than establishing causality. These delimitations ensured a targeted and context-specific understanding of transformational leadership and its impact on teacher morale.

Definition of Terms

The following terms are operationally defined as used in this study:

Ancillary Service refers to the additional educational support and activities beyond the core curriculum, including but not limited to counseling, special education, extracurricular programs, and health services designed to enhance students' overall educational experience.

Elementary School refers to DepEd's educational institution in the Tboli West District that provides instruction to students, typically from kindergarten to sixth grade.

Empowering Stakeholder refers to the extent to which teachers have the authority and freedom to make decisions about their teaching practices, curriculum choices, and other aspects of their professional responsibilities, allowing them to exercise independence and initiative in their roles.

Job Satisfaction refers to teachers' subjective assessments of their contentment, fulfillment, and overall positive feelings toward their work in the educational context. It encompasses working conditions, relationships, and fulfillment in their roles.

Outlook refers to teachers' perspectives, attitudes, and expectations regarding their work, colleagues, and educational environment. It encompasses their general disposition and mental frame of reference regarding their professional lives.

Collaboration refers to the collaborative process in which school leaders, teachers, staff, and relevant stakeholders come together to take a participatory approach to decision-making. Multiple perspectives and input are considered in shaping policies and practices within the school.

Visionary Thinking refers to school leaders articulating a compelling and future-oriented vision for the school community, effectively communicating this vision to stakeholders, and inspiring them to share in and work toward that vision as the teachers perceive.

Well-being refers to the comprehensive assessment of teachers' physical, emotional, and psychological state, considering their overall health, emotional health, stress levels, and sense of life satisfaction in their work as educators.

CHAPTER II

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents different literature reviews and related studies. These materials significantly contribute to the study's conduct, including online and other internet sources such as articles, news, and others.

Transformative Leadership Practices

Transformational leadership has consistently positively impacted various organizational outcomes, especially enhancing employee motivation, satisfaction, and overall performance. According to Eftekhari and Barati (2017), transformational leadership drives employee engagement by inspiring individuals to exceed expectations and commit to shared goals. This approach builds a workplace environment where people feel motivated and valued, increasing job satisfaction and productivity. Similarly, Gemalmaz (2016) emphasized that transformational leaders elevate teacher morale by instilling confidence in their ability to succeed, which fosters a sense of purpose and personal growth.

Transformational leadership also benefits team dynamics. Schütte and Hertel (2015) pointed out that trust is a critical link between transformational leadership and enhanced team performance. Leaders who prioritize trust-building not only improve job satisfaction but also strengthen the effectiveness of team collaboration. In line with this, Mabusela et al. (2017) argued that job satisfaction bridges transformational leadership and organizational commitment, suggesting that employees under such leadership are more loyal and dedicated to their institutions.

The impact of transformational leadership is not limited to team dynamics and job satisfaction. Taishoff et al. (2018) noted that leaders who adopt transformational practices are more likely to be perceived as effective, highlighting how such leadership styles contribute to personal credibility and influence. Furthermore, Knippenberg and Hartog (2015) observed that the stronger an employee's identification with their organization, the more profound the effects of transformational leadership on their job satisfaction and performance.

Vassolo and El-Shamy (2021) further emphasized that transformational leadership helps employees find greater meaning in their work, which boosts job satisfaction. Interestingly, the relationship between transformational leadership and innovative work behavior appears to be strengthened when employees feel empowered—Zhang et al. (2018) identified empowerment as a key moderating factor in promoting innovation through leadership.

Adding to this complexity, Kauffeld and Stedmon (2016) explored how team identification and a sense of collective efficacy mediate the effects of transformational leadership on team performance, suggesting that the benefits of this leadership style are often realized through shared identity and group confidence.

Visionary Thinking

Visionary communication is vital in inspiring and energizing teams toward a shared purpose. According to Northouse (2018), it enables individuals to look beyond current obstacles and pursue a greater goal, often leading to transformative results. Hanna (2018) supports this view by noting that visionary leaders are essential in promoting resilience and adaptability, especially during times of change. In the educational context, Rinel (2018) observed that school administrators who exemplify visionary leadership effectively express clear goals and motivate their teams to innovate and lead. Such leaders inspire stakeholder collaboration and empower teachers to take on school leadership roles.

A strong organizational vision, when communicated, encourages behavior aligned with institutional goals. Trequatrini et al. (2019) found that vision-driven leadership enhances organizational performance by aligning employee behavior with clearly defined aspirations. It is supported by Norazman et al. (2018), who demonstrated that when leaders express a compelling vision, it boosts employees' psychological capital, improving their well-being and job satisfaction.

Schaefer et al. (2020) emphasize that visionary leaders must remain agile and responsive to the evolving organizational landscape. Ongwattanakul (2017) illustrated how visionary communication motivates employees and enhances satisfaction across different industries. In addition, Hartog and Kark (2017) added that combining visionary and ethical leadership results in stronger employee commitment, revealing the powerful synergy between clarity of vision and moral guidance.

Collaboration

Equally important is the role of collaboration in effective school leadership. As Ansley and Reddick (2022) highlighted, successful school administrators actively involve various stakeholders, including teachers, students, parents, and community members, in working toward shared educational goals. This inclusive approach encourages open communication and shared responsibility, which is essential for driving school improvement and boosting student outcomes.

One of the central elements of collaboration is shared decision-making. As Cotton and Shen (2019) noted, when teachers are engaged in decisions that impact their work, they feel more valued and invested in the outcomes. This inclusion increases job satisfaction and motivation, as shown by Brown and Shepherd (2019), and fosters innovation by incorporating diverse perspectives into organizational problem-solving (Schuler, DeCotiis, & Fraccaroli, 2019). Additionally, when employees perceive that their voices are respected, it enhances their relationship with school leadership, as Lengnick-Hall et al. (2019) reported. However, effective shared decision-making is not without its challenges. LePine and Van Dyne (2019) noted that a culture of openness, transparent communication, and leaders who genuinely value employee input is required. Despite these hurdles, Davenport et al. (2020) noted that giving teachers a voice in school affairs reduces stress and improves job control, positively impacting their overall well-being.

Empowering Stakeholders

Research consistently shows that empowering employees and providing autonomy positively influences job satisfaction. Kim, Lee, and Yoon (2019) found that individuals who can make decisions within their

roles report greater satisfaction and a deeper sense of accomplishment. Empowerment not only enhances individual well-being but also contributes to organizational agility. Gardner et al. (2019) observed that organizations fostering empowerment perform better due to adaptability and competitive edge.

This concept is equally vital in educational settings. Bilale (2024) emphasized that decentralized decision-making significantly strengthens stakeholder engagement, particularly in school implementation plans. School heads can empower teachers and community members through this approach, allowing them to participate actively in educational governance and school improvement initiatives.

Empowerment also promotes a culture of continuous learning and collaboration. Anderson et al. (2014) noted that when employees are entrusted with decision-making authority, they are more inclined to share knowledge and engage in collaborative problem-solving, thus enhancing innovation and organizational learning. Antončič and Emeršič (2017) further clarified that transformational leadership exerts a positive influence on employee outcomes, with empowerment and trust acting as key mediating factors in this relationship.

Zhao et al. (2018) highlighted that empowerment significantly contributes to work engagement and well-being, with organizational context shaping the strength of this effect. Using a within-person approach, Peeters et al. (2019) demonstrated that leaders' support for autonomy influences employee well-being over time, reinforcing the dynamic role of leadership behavior.

Moreover, Schütz et al. (2018) identified a predictive relationship between empowerment, leadership styles, self-efficacy, and performance—suggesting that empowered employees with strong leadership support are more likely to perform effectively. Drawing from self-determination theory, Kusters and Schaufeli (2017) also revealed that authentic leadership enhances empowerment, improving employee performance.

Teacher Morale

Teacher morale is a complex and dynamic construct shaped by various factors, including job satisfaction, school leadership, professional development, autonomy, and self-efficacy. One key transitional phase influencing morale is the shift from preservice to in-service teaching. Abares and Hayn (2017) found that this transition significantly impacts early-career teachers' job satisfaction and stress levels, often making the beginning years particularly challenging. In school settings, principal leadership also plays a vital role. According to Grissom et al. (2018), effective leadership practices at the school level, particularly in secondary schools, have hierarchical effects that influence teacher satisfaction and overall morale.

Despite the pressures of teaching, many educators demonstrate resilience and a positive outlook toward their roles. Miller et al. (2023) observed that teachers often report a sense of fulfillment and motivation, supported by their ability to manage stress and maintain well-being. Access to ongoing and meaningful professional development is another critical factor. Wiseman et al. (2017) indicated that such opportunities enhance teacher morale by fostering professional growth and continuous learning.

Teacher autonomy is equally important. Hoover and McCormick (2019) emphasized that when educators, especially student teachers, are granted decision-making authority in their work, it significantly enhances morale and job satisfaction. Additionally, Sava et al. (2019) pointed out that teacher morale is shaped by external stressors and teachers' self-belief in their capacity to handle these challenges effectively. These findings highlight that supporting teacher morale requires a multifaceted approach that addresses systemic and individual dimensions.

Job Satisfaction

Multiple interrelated factors, such as workload, job security, leadership, and personal support systems, deeply influence job satisfaction. Nakash and Auerbach (2017) found that among healthcare social workers, perceived job security, supervisor support, and manageable workloads strongly affected job satisfaction and significantly predicted turnover intentions. Similarly, in the educational sector, Kinnunen et al. (2018) emphasized that job insecurity negatively impacts teacher well-being, with teachers experiencing greater insecurity reporting lower job satisfaction, highlighting the critical role of stability in maintaining teacher morale.

The pursuit of work-life balance has also emerged as a significant determinant of satisfaction in professional settings. Kim and Kim (2019) demonstrated that academic professionals who achieved a better balance between work and personal lives expressed higher levels of job satisfaction. This connection extends to healthcare, where Haslam and Glover (2020) identified that work-life harmony notably contributes to healthcare workers' satisfaction and well-being.

Leadership practices, particularly transformational leadership, consistently positively affect job satisfaction. Shen et al. (2017) revealed that transformational leadership among nurses boosted job satisfaction and reduced their intentions to leave. It aligns with the findings of Simangunsong and Sitorus (2017), who underscored that job satisfaction mediates the link between transformational leadership and employee retention.

Beyond the workplace, Fonseca et al. (2019) noted the importance of family support, which significantly enhanced job satisfaction and engagement among microentrepreneurs. Likewise, Sepehri (2019) reported that procedural justice and perceived organizational support were vital in fostering job satisfaction in healthcare settings. Emotional intelligence also contributes positively; Nejati et al. (2019) found that employees with higher emotional intelligence were more satisfied and likely to demonstrate positive organizational behaviors. Finally, Sabir and Sohail (2018) confirmed that job satisfaction strongly correlates with organizational commitment, indicating that a satisfied workforce is more loyal and engaged.

Outlook

Shaping the professional outlook of future educators is a vital component of teacher education, as theoretical knowledge alone does not equip them with the practical competencies needed to manage classrooms effectively and respond to diverse learning needs. Qizi (2021) emphasizes that higher education must go beyond academics to help student-teachers form the right mindset and readiness for the profession. Smith et al. (2018) found that many teachers struggle with implementation due to resource limitations and insufficient professional development in more specialized areas, such as STEM education. Yet, they also noted that collaboration with peers, administrative support, and access to appropriate materials are crucial to successfully delivering STEM instruction.

Teachers' work environment perceptions significantly influence their personal and professional balance. As shown in the study by Ganji et al. (2020), educators who view their school climate positively tend to report better work-life balance, particularly when they have high levels of self-efficacy, which helps them navigate daily challenges more confidently. Similar insights are echoed in Almobaireek's (2019) findings, where teachers identified resource constraints and classroom management as key barriers to inclusive education but highlighted the importance of collaboration and professional development in overcoming those challenges.

Policy shifts also evoke mixed reactions from educators. Galvao (2018) observed that while some teachers view educational policy reforms as adding to their workload, others see them as opportunities for enhancing student outcomes. These contrasting perspectives reveal the diversity in how teachers internalize and respond to systemic changes. Finally, Stanat and Sieber (2019) emphasize that teachers' outlooks greatly influence how they adopt and implement inclusive practices within their classrooms, underscoring the powerful role of attitude and mindset in educational effectiveness.

Well-Being

The body of research on teacher well-being emphasizes the interconnectedness of job satisfaction, professional identity, and workplace stress. According to Bethune (2019), teacher well-being is largely influenced by how satisfied teachers feel in their roles and how effectively they manage occupational stress. Her literature review highlights the urgent need for educational systems to prioritize strategies that support teacher well-being through improved working conditions and targeted interventions.

Building on this, Cook et al. (2017) explore how professional dispositions, such as teachers' attitudes, values, and beliefs, are directly linked to their well-being in the classroom. Their study suggests that cultivating positive professional dispositions is beneficial for teaching quality and sustaining teachers' psychological and emotional health.

Burnout is another pressing concern in discussions of teacher well-being. In their study of Finnish educators, Mauno et al. (2017) found that burnout symptoms are widespread and severely impact teachers' well-being. It points to the necessity of systemic and school-level support to reduce stress and promote mental resilience.

Meanwhile, Garner et al. (2017) used Rasch analysis to uncover patterns of well-being among secondary school teachers in New Zealand. Their findings reveal that well-being varies significantly depending on teaching roles and contexts, demonstrating that a one-size-fits-all approach to supporting teachers may fall short. In the UK context, Day and Gu (2018) examined the influence of workplace conditions on teacher well-being, highlighting how job demands, workload, and institutional support shape teachers' day-to-day experiences. Their report underscores that improving working environments is essential to sustaining long-term teacher morale and effectiveness.

Synthesis

The literature and studies highlight the significance of transformative leadership practices and their positive impact on various outcomes, such as employee satisfaction, motivation, and performance. Visionary communication is recognized as a potent tool for inspiring and mobilizing teams and fostering a sense of psychological capital among employees. Shared decision-making is associated with increased employee involvement in organizational matters, leading to improved problem-solving, innovation, and job satisfaction. Empowerment and autonomy positively influence job satisfaction, adaptability, and knowledge sharing, with transformational leadership mediating these effects.

The section on teachers' morale explores its multifaceted nature and links to factors like job satisfaction, principal leadership, professional development, autonomy, and teacher efficacy. Job satisfaction is influenced by factors like workload, supervisor support, and perceived job security, impacting turnover intentions.

Achieving work-life balance contributes to job satisfaction and organizational commitment. Teachers' outlook on educational policies and the school climate can affect their work-life balance and inclusive

practices. Well-being, influenced by job satisfaction and stress, is critical in teacher satisfaction and overall performance.

CHAPTER III

METHODOLOGY

This chapter discusses the research design, the study's locale, respondents, sampling techniques, data gathering instrument, data gathering procedure, and statistical treatment.

Research Design

This study utilized a descriptive and correlational design. It allowed the researcher to investigate the intricate relationships among various factors influencing teacher morale. This design primarily served to comprehend the connections between different variables, encompassing transformational leadership practices and teacher morale in the context of multiple ancillary services.

Importantly, the descriptive correlation design is apt for exploratory research to identify and describe relationships between variables, such as when studying transformational leadership practices and teacher morale in the Tboli West District. Hence, this design provides a systematic approach to understanding these intricate relationships (Kennedy, 2018).

Locale of the Study

The research was conducted in Tboli West District, located within the Division of South Cotabato. The decision to select the Tboli West District as the study's location was grounded in the scientific rationale for several compelling reasons.

Firstly, this choice aligns with the research objectives, as the study investigated transformative leadership practices and teachers' morals in the context of multiple ancillary services, which are dominant on the site. Tboli West District is a relevant choice because it represents the challenges and conditions commonly observed in many rural and remote areas of the country (Cruz, 2017). It ensured that the research findings could be extrapolated to a broader context.

Secondly, the district's diversity and representativeness make it an ideal locale for the study. Tboli West District reflects the conditions in numerous regions across the Philippines where rural schools are particularly pertinent, especially in addressing resource allocation issues, including human resources. Tboli West generally has 6-10 teachers in school to handle all transactions (BEIS, 2023) and equitable education, as highlighted by Oracion (2018). By focusing on this district, the research can shed light on challenges and dynamics applicable to a significant portion of the population.

Furthermore, logistical and financial resources play a pivotal role in scientific investigations. Tboli West District offers better access to the resources needed for the study, including transportation, accommodation, and local partnerships, making it a scientifically justified choice, as supported by UNICEF (2016).

Figure 2 illustrates the geographic location of the research site within the Municipality of Tboli. The map shows that the schools are in the western part of Tboli and are geographically clustered into school districts in this region.

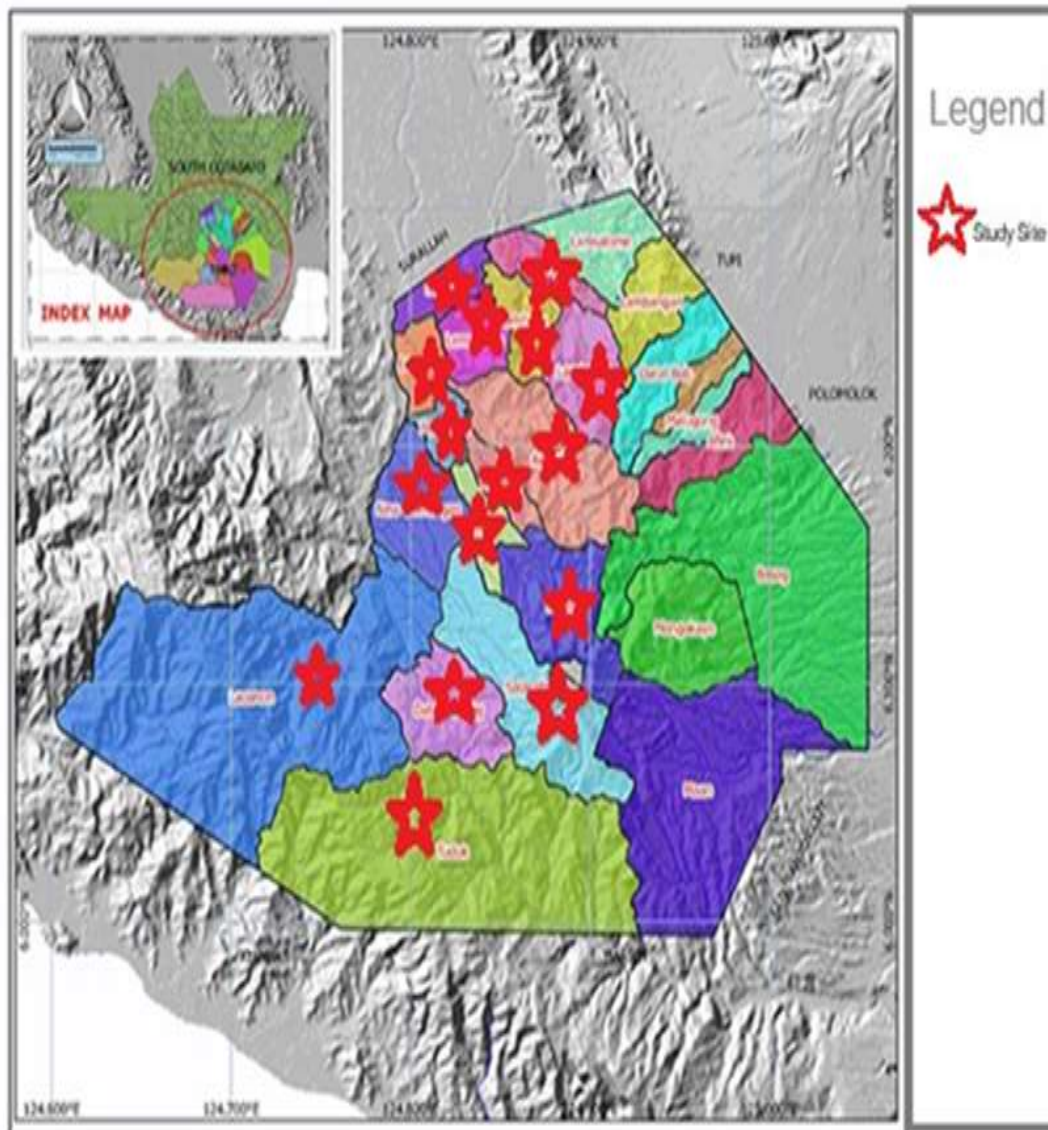


Figure 2. Political Map of Tboli

Source:MPDO, n.d.

Respondents of the Study

The primary respondents were teachers in the Tboli West District who were concurrently engaged in various ancillary services within the educational system.

These teachers juggle multiple roles and play a vital part in the educational landscape. In addition to traditional classroom teaching, they take on extracurricular activities, student guidance, and administrative tasks. Their multifaceted roles position them at the forefront of the integrated school system, making them a crucial group to examine. Understanding their experiences and perspectives is pivotal for comprehending the practical implications of transformative leadership practices for teachers' morale in the context of multiple ancillary services.

Moreover, teachers with multiple ancillary services represent broader educational challenges. They frequently confront resource limitations, time management complexities, and the delicate balance of diverse responsibilities. By studying this subset of educators, insights extend to the wider teaching

population by exploring experiences and perspectives, a microcosm of teachers' challenges across the educational system. As advocated by Bingham and Okojie (2018), focusing on such a representative sample can yield findings with broader applicability.

Furthermore, these teachers were at the forefront of implementing and adapting to integrated school policies. Their unique insights into these policies' challenges, opportunities, and outcomes were invaluable. They possess firsthand knowledge of the intricacies of policy implementation and can offer practical feedback and suggestions for enhancing the efficacy of these policies, as highlighted by Pomeroy and Cudmore (2017).

The distribution of respondents from the schools in the Tboli West District is shown in Table 1 below.

Table 1 Population Distribution of Respondents (BEIS, 2023)

Name of School	Teacher	School Head
1. Tbolok ES	6	1
2. Afus ES	10	1
3. Tabudtod ES	5	1
4. Toril ES	9	1
5. Desawo ES	13	1
6. Lamla ES	13	1
7. Tdaan Leteng ES	5	1
8. Salacafe IS	16	1
9. Basag IS	9	1
10. Kule ES	8	1
Total	94	10

Source: Division Planning Section

Sampling Technique

Considering the small number of target respondents in the Tboli West District, this study utilized a complete enumeration technique. Complete enumeration is appropriate when the population is small and specific criteria must be met (Babbie, 2016). In this case, a complete enumeration of all 94 teachers with multiple ancillary services is necessary. Complete enumeration, or a census, is an ideal sampling method for small populations of 200 or fewer individuals (Creswell, 2014).

This study's use of complete enumeration has eliminated sampling error and ensured that data was collected from the target population (Creswell, 2014). The study comprehensively understood the population's perspectives and experiences by sampling the entire population. Moreover, sampling the whole population in small populations is beneficial as it allows for a desirable level of accuracy in data collection (Babbie, 2016).

Data Gathering Instruments

This research employed a comprehensive data collection approach, utilizing a structured survey questionnaire meticulously designed by the researcher. This questionnaire was organized into three parts

to ensure a systematic and thorough examination of transformative leadership practices and teacher morale in the Tboli West District.

The first section of the survey was dedicated to capturing essential information about the participating schools. It encompasses various aspects of the respondent's profile, including age, length of service, and number of ancillary services. This initial part established a contextual foundation for the study by providing an overview of the respondents within the Tboli West District.

The second section of the questionnaire explored school administrators' transformative leadership practices. It focused on visionary communication, shared decision-making, and empowerment and autonomy. The third part of the questionnaire focused on teacher morale. It examined the teachers' job satisfaction, outlook, and well-being.

Respondents' responses were rated using a four-point Likert scale. The Likert scale is a commonly used rating scale in survey research (Croasmun & Ostrom, 2011). It provides individuals with statements or questions and asks them to rate their agreement or disagreement on a positive-to-negative scale (McLeod, 2019). This study employed a four-point Likert scale without a neutral option and encouraged respondents to provide specific, distinct responses.

A four-point Likert scale allowed a range of responses that were more accurate insights into the participant's experience. This approach enhanced the specificity and clarity of the data collected, enabling a better understanding of the participants' responses (McLeod, 2019).

The researcher-made survey tool has undergone validation and reliability testing. The Content Validity Index (CVI) was used in this study, resulting in a scaled CVI of 1.00. Regarding reliability, the researcher used Cronbach's alpha ($\alpha=0.730$). Cronbach's alpha is a commonly used measure of internal consistency, evaluating the extent to which items in a scale or questionnaire are correlated and measure the same underlying construct (George & Mallery, 2003).

Data Gathering Procedures

Data collection is the systematic process of obtaining observations or measurements involving planning, methods, and gathering, storing, and processing data (Bhandari, 2022). Despite potential variations in methods and objectives, the general data collection process remained consistent in the study. The researcher has observed the following steps in the data collection process to achieve the study's objectives: The study started by presenting its outline for approval, after which the researcher validated the questionnaire. Then, communication letters were sent to the district supervisors of participating schools, and the questionnaire was administered to the identified respondents. The next steps involve gathering, analyzing, and interpreting the data and composing the findings for presentation.

The study's data-gathering procedures are illustrated in the waterfall diagram below.

Seek permission from the Dean of SKSU Graduate School to conduct the study



Seek Permission from the Schools Division Superintendent of the South Cotabato Schools Division

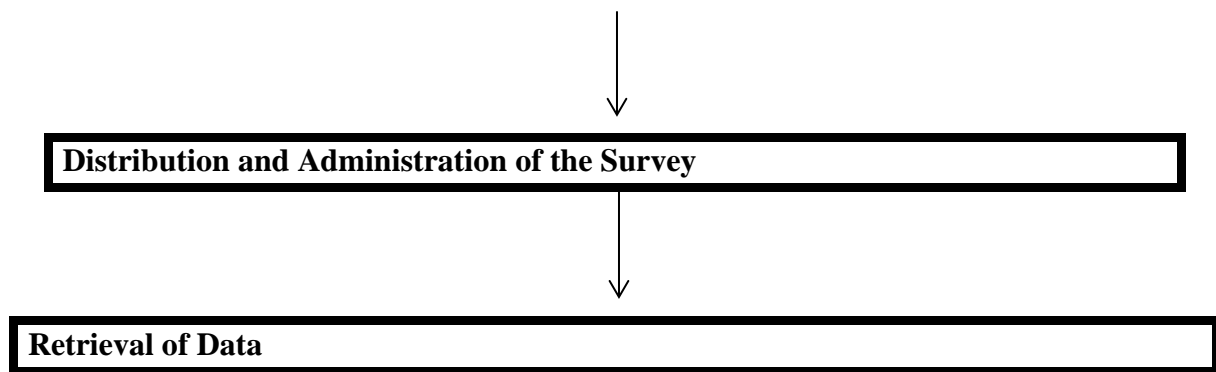


Figure 3. Waterfall Diagram of Data Gathering Procedure

Statistical Treatment

This study analyzed the data using descriptive and correlation statistics. The profile was treated using frequency distribution and percentage. The extent of transformational leadership practices and the level of teacher morale were determined using mean and standard deviation.

The mean was employed as a representative measure of the data, considering every value in the dataset (Manikandan, 2011). Additionally, the standard deviation provided a comprehensive understanding of the dataset's characteristics, allowing for a quick overview of the data spread (Richard, 2010).

Regression was used to determine the significant influence of respondent's profile on their morale level. Relatively, the correlation was used to analyze a significant relationship between the extent of transformational leadership practices and the level of teacher morale. Norman (2010) emphasized that parametric tests, such as the Pearson correlation, are reliable for assessing Likert scale responses and can generate unbiased conclusions that are acceptably close to the truth. Correlation coefficients describe the strength and direction of the association between variables, with the Pearson correlation specifically measuring the linear association between two normally distributed random variables (Schoeber et al., 2018).

Rating Scale for the Extent of Transformational Leadership Practices of School Administrator

Rating	Mean Range		Verbal Description	Interpretation
4	3.40 – 4.19		high	School administrators consistently demonstrate transformational leadership by articulating and pursuing a clear and inspiring vision, fostering strong collaboration among stakeholders, and empowering teachers and staff to innovate, lead, and excel in achieving shared goals.
3	2.60 – 3.39		moderate	School administrators frequently demonstrate transformational leadership by articulating and pursuing a clear and inspiring vision, fostering strong collaboration among

				stakeholders, and empowering teachers and staff to innovate, lead, and excel in achieving shared goals.
2	1.80 – 2.59		low	School administrators occasionally demonstrate transformational leadership by articulating and pursuing a clear and inspiring vision, fostering strong collaboration among stakeholders, and empowering teachers and staff to innovate, lead, and excel in achieving shared goals.
1	1.00 – 1.79		very low	School administrators rarely demonstrate transformational leadership by articulating and pursuing a clear and inspiring vision, fostering strong collaboration among stakeholders, and empowering teachers and staff to innovate, lead, and excel in achieving shared goals.

Rating Scale for the Level of Teacher's Morale

Rating	Mean Range		Verbal Description	Interpretation
4	3.40 – 4.19		high	Teachers exhibit consistently high morale, with strong job satisfaction, a positive outlook, and excellent well-being. They feel fulfilled and motivated in their roles, maintain optimism about their professional growth, and effectively manage stress while balancing teaching and ancillary responsibilities.
3	2.60 – 3.39		moderate	Teachers generally demonstrate good morale, moderate levels of job satisfaction, a positive but occasionally fluctuating outlook, and reasonable well-being. While they may encounter challenges, they remain engaged and resilient in managing their responsibilities.
2	1.80 – 2.59		low	Teachers show limited morale, with low job satisfaction, a predominantly uncertain or discouraged outlook, and frequent physical or emotional strain. The

				demands of teaching and ancillary services often leave them feeling overwhelmed and unfulfilled.
1	1.00 – 1.79		very low	Teachers display low morale, marked by significant dissatisfaction with their roles, a negative career outlook, and poor well-being. Their workload consistently overwhelms them, leading to disengagement and reduced professional effectiveness.

Ethical Consideration

The respondents were allowed to participate without any plan of repercussion, reparations, or loss of benefits. Therefore, after the purpose and benefits of the study were shown to the participating person, the rights of the respondents to provide the body of knowledge were carefully measured and foresighted upon. In this study, the respondents were not forced to participate. They could withdraw their participation when they felt uncomfortable during the study.

Respondents have the right to privacy that should not be violated without informed consent to conform to the existing Data Privacy Act 2012, an act protecting the fundamental human right of privacy. One way of observing privacy and confidentiality in this quantitative research is to give options to the respondents for not indicating their names on the survey questionnaire. Besides, confidentiality and privacy were attained by not publishing the demographic data of the informants, such as age, gender, occupation, employment, and disease, if there is any. Hence, their identity was kept confidential for safety purposes. Even their responses to the items in the survey questionnaire were held and considered confidential.

The study's researcher is currently enrolled in the SKSU Graduate School. She underwent a series of revisions for her thesis based on the suggestions and recommendations made by her adviser, who guided her throughout this paper's completion. In this sense, the adviser was deemed a co-author of this publication.

CHAPTER IV

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

The results of the data collected for this study are presented, examined, and interpreted in this chapter. In the context of several ancillary services in Tboli West District, South Cotabato Division, it presents the extent of transformational leadership practices and teacher morale.

The Profile of Teachers

The table below presents the profile of the teachers in the Tboli West District in terms of age, length of service, and number of ancillary services.

Table 2 presents the profile of teachers in Tboli West District, South Cotabato Division, in terms of age.

Table 2. Profile of Teachers in Terms of Age

Age in years	f	%
29-33	28	30%
24-28	20	21%
44-48	13	14%
34-38	9	10%
39-43	8	9%
54-58	8	9%
49-53	7	7%
59-63	1	1%
Total	94	100%

The highest score is observed for the age group, with a frequency score of 28 (30%). On the other hand, the lowest score is found for the age group 59-63, with a frequency score of 1 (1%).

The result suggests that the age group with the highest frequency likely represents the dominant or most active age demographic among the respondents. It indicates that teachers in the Tboli West District are currently in their prime working years or are the majority in the teaching workforce.

The findings conform to Salban and Hambre (2020), who found that many teachers were between 27 and 32 years old, indicating that this age group actively contributes to the teaching workforce. The authors note that younger teachers are often in their prime working years, which aligns with your observation regarding the dominant age demographic among respondents.

Table 3 presents the profile of teachers in the Tboli West District regarding length of service.

Table 3. Profile of Teachers in Terms of Length of Service

Length of Service in Years	f	%
5-8	27	29%
1-4	24	26%
9-12	18	19%
17-20	8	9%
13-16	7	7%
25-28	6	6%
21-24	3	3%
29-32	1	1%
Total	94	100%

The highest score is seen in 5-8 years of service, with a frequency score of 27 (29%). On the other hand, groups 29-32 got the lowest score with a frequency score of 1 (1%). The result means that most teachers are mid-career teachers with moderate teaching experience. This group will likely have already gained foundational skills and knowledge in teaching but may still be looking for opportunities to refine their expertise and grow professionally.

The findings corroborated Burch's (2021) study, which discusses mid-career teachers (those with 6-17 years of experience) and highlights their foundational skills and knowledge and their need for opportunities to refine their expertise. The authors note that mid-career teachers often experience a mix of satisfaction and challenges in their roles, which aligns with the observation about their moderate teaching experience and ongoing professional growth needs.

Table 4 presents the profile of Teachers in the Tboli West District in terms of several ancillary services.

Table 4. Profile of Teachers in Terms of Number of Ancillary Services

Number of Ancillary Services	f	%
4-5	57	61%
2-3	36	38%
10-11	1	1%
Total	94	100%

The highest frequency score is observed in groups 4-5, with 57 (61%). On the other hand, ancillary services of 10-11 got the lowest frequency score, 1 (1%). It means that most teachers in Tboli West are highly engaged in non-teaching tasks.

The findings contradict those of Kumar and Singh (2020), who emphasize that government teachers frequently engage in non-teaching responsibilities, which can affect their primary teaching role. The study notes that such duties can affect their effectiveness and overall educational quality.

The Extent of Transformative Leadership Practices

The table below summarizes the extent of transformative leadership.

Practices of School Heads in Tboli West District. Table 5 presents the extent of transformative leadership practices of school heads in the Tboli West District in terms of visionary thinking.

Table 5. Extent of Transformative Leadership Practices of School Heads in Tboli West District in Terms of Visionary Thinking

Indicators	Mean Ratings	SD	Verbal Description
1. Encourages individuals to see beyond immediate challenges and strive for a better future	3.70	0.46	High
2. Adapt the vision to changing circumstances? (e.g., technological advancements, societal shifts, or unexpected challenges)	3.70	0.46	High
3. Effectively communicates a compelling vision and inspires employees to exhibit behavior that aligns with the vision	3.67	0.47	High

4. Demonstrate honesty, transparency, and ethical decision-making in pursuit of the vision	3.67	0.47	High
5. Clearly articulate the vision for the school (e.g., through written statements, speeches, or presentations)	3.57	0.52	High
Mean	3.66	0.47	High

Among the indicators, encouraging individuals to see beyond immediate challenges and strive for a better future had the highest mean score (mean=3.70, SD=0.46) and was verbally described as high. On the other hand, clearly articulating the vision for the school (e.g., through written statements, speeches, or presentations) had the lowest mean score (mean=3.57, SD=0.52) but was still verbally described as high. Overall, the extent of transformational leadership practices in terms of visionary thinking in Tbolí West is verbally described as high (mean = 3.66, SD =0.47). The result suggests that school administrators consistently demonstrate visionary thinking by articulating and pursuing a clear and inspiring vision, fostering strong collaboration among stakeholders, and empowering teachers and staff to innovate, lead, and excel in achieving shared goals.

The findings agree with Rinel (2018), who highlights the qualities of visionary leadership among school administrators, emphasizing their ability to articulate and pursue a clear vision. Moreover, highly visionary leaders inspire stakeholder collaboration and empower teachers to innovate and lead.

Table 6 presents the extent of transformative leadership practices of school administrators in the Tboli West District regarding collaboration.

Table 6. Extent of Transformative Leadership Practices of School Heads in Tboli West District in Terms of Collaboration

Indicators	Mean Ratings	S D	Verbal Description
1. believes that collaborating with other teachers helps them develop new teaching strategies and approaches	3.71	0.48	high
2. believes that collaboration among teachers leads to better overall educational outcomes for students.	3.69	0.46	high
3. actively seeks opportunities to collaborate with their colleagues to enhance student learning.	3.66	0.47	high
4. affirms that collaboration with colleagues allows them to gain different perspectives and insights into teaching practices.	3.64	0.48	high
5. keeps the school comfortable working environment as part of a team to solve educational challenges.	3.64	0.48	high
Mean	3.67	0.47	high

Among the indicators, the belief that collaborating with other teachers helps them develop new teaching strategies and approaches got the highest mean score (mean=3.71, SD=0.48), which was verbally described as high.

On the other hand, keeping the school comfortable and working as part of a team to solve educational challenges received the lowest mean score (mean=3.64, SD=0.48); however, this score is still verbally described as high.

Overall, the extent of transformational leadership practices in terms of collaboration in the Tboli West District is verbally described as high (mean = 3.67, SD = 0.47). The result suggests that school administrators consistently foster a culture of cooperation by encouraging open communication, active participation, and shared decision-making among all stakeholders.

The findings conform to Ansley and Reddick (2022), who emphasized the significance of collaborative school cultures. They highlighted that effective school administrators bring together various stakeholders, such as teachers, students, parents, and the community, to work toward common goals. The result underscores the importance of open communication and shared decision-making in fostering a collaborative environment that enhances school improvement and student achievement.

Table 7 presents the extent to which school heads' transformative leadership practices empower stakeholders in the Tboli West District.

Among the indicators, having the necessary resources and support to perform your job effectively without unnecessary barriers got the highest mean (mean = 3.65, SD = 0.48) and was described as high.

Table 7. Extent of Transformative Leadership Practices of School Heads in Tboli West District in terms of Empowering Stakeholders

Indicators	Mean Ratings	SD	Verbal Description
1. Have the necessary resources and support to perform your job effectively without unnecessary barriers	3.65	0.48	high
2. Encourages to develop new skills or learn through training and professional development opportunities	3.63	0.48	high
3. Allows you to implement alternative methods or strategies to achieve your goals	3.62	0.49	high
4. Have the freedom to make decisions related to your role without constant approval	3.59	0.51	high
5. Values and acknowledges suggestions or contributions by your supervisors or team leaders	3.55	0.50	high
Mean	3.61	0.49	high

Though indicators, values, and acknowledgments of suggestions or contributions by your supervisors or team leaders had the lowest mean (mean=3.55, SD=0.50), they are still verbally described as high.

Overall, the extent of school administrators' transformational leadership practices in the Tboli West District regarding empowering stakeholders is high (mean = 3.62, SD = 0.49). The result implies that

school administrators consistently empower teachers and staff by providing resources, support, and opportunities to lead initiatives and innovate, building stakeholder confidence and ownership. The findings supported Bilale (2024), who posited that decentralized decision-making can enhance stakeholder engagement in school implementation plans. The study emphasizes the role of school heads in empowering teachers and community members to participate actively in educational governance. Table 8 summarizes the extent of transformative leadership practices of School Heads in the Tboli West District.

Table 8. Summary of the Extent of Transformative Leadership Practices of School Heads in Tboli West District

Teaching Performance	Mean	SD	Description
Collaboration	3.67	0.47	high
Visionary Thinking	3.66	0.47	high
Empowering Stakeholders'	3.61	0.49	high
Overall Mean	3.65	0.48	high

Among the indicators, the collaboration had the highest mean (mean = 3.67, SD = 0.47), which was verbally described as high. On the other hand, empowering stakeholders had the lowest mean (mean = 3.61, SD = 0.49), which was still verbally described as high.

Overall, the extent of school administrators' transformational leadership practices in the Tboli West District is high (3.65, SD=0.48). This suggests that the school administrators consistently demonstrate visionary thinking by articulating and pursuing a clear and inspiring vision, fostering strong collaboration among stakeholders, and empowering teachers and staff to innovate, lead, and excel in achieving shared goals.

These findings conform to those of Taishoff et al. (2018), who posited that transformational leadership practices significantly predict leadership effectiveness. The result underscores that leaders who employ transformational approaches are more likely to excel in their roles, showcasing the powerful impact of transformative leadership practices on leadership outcomes. Consequently, when employees strongly identify with the organization, the positive effects of transformational leadership on their outcomes, such as job satisfaction and performance, are even more pronounced (Knippenberg and Hartog, 2015).

The Level of Teachers' Morale amidst Multiple Ancillary Services

This section presents the results of teacher morale in the context of multiple ancillary services in terms of job satisfaction, outlook, and well-being.

Table 9 presents teachers' morale regarding job satisfaction when handling numerous ancillary services.

Table 9. The Level of Teachers' Morale amidst Multiple Ancillary Services in terms of Job satisfaction

Indicators	Mean Ratings	SD	Verbal Description
1. Feel contented and fulfilled with your role in the school.	3.79	0.50	High

2. Feel supported and respected by your colleagues and immediate supervisors.	3.74	0.50	High
3. Feel that the workplace conditions are conducive to your productivity and well-being.	3.72	0.50	High
4. Feel recognized or appreciated for your contributions	3.72	0.49	High
5. Feel you have a healthy balance between work and personal life	3.66	0.50	High
Mean	3.73	0.50	High

Among the indicators, feeling contented and fulfilled with your role in the school had the highest mean (mean = 3.79, SD = 0.50), which was verbally described as high. On the other hand, feeling you have a healthy balance between work and personal life had the lowest mean (mean = 3.66, SD = 0.50), which was still verbally described as high.

Overall, teacher morale in the context of multiple ancillary services is described as high (mean = 3.77, SD = 0.50). The result suggests that teachers are consistently highly satisfied with their roles, responsibilities, and achievements, finding joy and fulfillment in their work despite additional ancillary services.

The findings contradict those of Nakash and Auerbach (2017), who found that workload, supervisor support, and perceived job security significantly influenced job satisfaction. Hence, they conformed to Bascia and Rottmann (2019), who found that supportive environments contribute considerably to teachers' fulfillment and joy in their work, even when tasked with ancillary responsibilities.

Table 10 presents teachers' morale amidst multiple ancillary services regarding outlook.

Table 10. Level of Teachers' Morale amidst Multiple Ancillary Services in terms of Outlook

Indicators	Mean Ratings	SD	Verbal Description
1. Feel that the school can handle changes and technological advancements	3.68	0.49	High
2. Perceive opportunities for growth and advancement within the organization	3.61	0.51	High
3. Encouraged to adapt and respond positively to changing circumstances	3.56	0.52	High
4. Believe that the school values and fosters an innovative mindset among employees	3.55	0.52	High
5. Feel aligned with the school's long-term vision and objectives	3.53	0.52	High
Mean	3.59	0.51	High

Among the indicators, the feeling that the school can handle changes and technological advancements got the highest mean score (mean = 3.68, SD = 0.49), which was verbally described as high.

On the other hand, those who feel aligned with the school's long-term vision and objectives had the lowest mean (mean = 3.53, SD = 0.52), but they are still verbally described as high.

Overall, teacher morale in the context of multiple ancillary services is described as high (mean = 3.59, SD = 0.51). The result suggests that teachers consistently demonstrate a positive outlook, optimism about their career and the school environment, and the ability to balance ancillary services with teaching duties.

The findings negate Pew Research (2024), which found that while many teachers express satisfaction with certain aspects of their jobs, a significant number also report dissatisfaction related to pay and workload stress, which may impact their overall optimism about balancing ancillary services with teaching duties. However, it conforms to You and Kwon (2024), who indicated that satisfied teachers are more likely to maintain a positive outlook regarding their careers and responsibilities.

Table 11 presents the teachers' morale and well-being levels in the context of multiple ancillary services.

Table 11. Level of Teachers' Morale amidst Multiple Ancillary Services in terms of Well-being

Indicators	Mean Ratings	SD	Verbal Description
1. Feel sufficient support systems in place to address mental health and well-being	3.63	0.48	High
2. Feel secure that my job affects overall well-being positively	3.57	0.52	High
3. Have NOT experienced stress related to work	3.56	0.52	High
4. Feel my work and personal life are balanced and not conflicting	3.56	0.54	High
5. Feel that my work positively impacts my mental and physical well-being positively	3.51	0.54	High
Mean	3.57	0.52	High

Among the indicators, the highest mean (mean = 3.63, SD = 0.48) was verbally described as high, indicating sufficient support systems to address mental health and well-being.

Additionally, though I feel that my work positively impacts my mental and physical well-being, it has the lowest mean (mean = 3.51, SD = 0.52) and the lowest mean score. However, it is still verbally described as high.

Overall, the level of teacher's morale in terms of well-being in the context of multiple ancillary services is described as high (mean=3.57, SD=0.52). The result suggests that teachers consistently feel physically and emotionally well, effectively managing stress and maintaining work-life balance despite ancillary responsibilities. The findings contradict Brown and Carter (2019), who found that teachers manage stress adequately and that some can maintain a work-life balance despite challenges.

Table 12 summarizes the level of teachers' morale amidst multiple ancillary services in the Tboli West District.

Table 12. Level of Teachers' Morale amidst Multiple Ancillary Services in Tboli West District

Indicators	Means	SD	Description
Job Satisfaction	3.73	0.50	High
Outlook	3.59	0.51	High
Well-Being	3.57	0.52	High
Overall Mean	3.63	0.51	High

Among the indicators, job satisfaction had the highest mean (mean = 3.73, SD 0.50) and was verbally described as high. Consequently, though well-being had the lowest mean (mean = 3.57, SD 0.52), it was still verbally described as high.

Overall, teacher morale amidst multiple ancillary services in the Tboli West District is described as high (mean = 3.63, SD = 0.51). The result suggests that teachers exhibit consistently high morale, with strong job satisfaction, a positive outlook, and excellent well-being. They feel fulfilled and motivated in their roles, maintain optimism about their professional growth, and effectively manage stress while balancing teaching and ancillary responsibilities.

The findings corroborated Miller's (2024) finding that many teachers maintain a positive outlook toward their professional growth and exhibit effective stress management strategies. Teachers reported feeling fulfilled and motivated, contributing to their overall well-being.

Influence of Personal Factors on Teachers' Morale

Table 13 presents the results of the Correlation Analysis between Teachers' Morale and their factors.

Table 13. Results of Regression Analysis between Teachers' Morale and their Personal Factors

Sources of Variations	Coefficient	Standard Error	t Stat	P-value
Age	-0.02	0.17	-2.896	0.005
Length of service	0.02	0.01	2.406	0.018
Number of Ancillary Services	0.04	0.01	1.607	0.112

The analysis results reveal that teacher morale is significantly influenced by age and length of service. In contrast, the number of ancillary services has no statistically significant effect. The coefficient for age is -0.02, with a p-value of 0.005, indicating a negative relationship between age and morale. The result suggests that their morale declines slightly as teachers grow older. On the other hand, the length of service has a coefficient of 0.02, with a p-value of 0.018, signifying a positive and significant relationship. The result implies that teachers with longer service tend to exhibit higher morale.

In contrast, the number of ancillary services has a coefficient of 0.04, with a p-value of 0.112, indicating no statistically significant relationship with morale. While the positive coefficient suggests that ancillary roles might contribute to teacher morale, the effect is not strong enough to consistently influence morale; hence, the null hypothesis is rejected.

The findings conform to Lüleci and Çoruk (2018), who found that age and length of service can significantly impact morale. The findings suggest that while older teachers may experience lower morale,

those with longer service tend to report higher morale. Moreover, Rattanavong and Khamphouy (2018) concluded that teachers with more years in service generally exhibit higher morale, while older teachers may face challenges that negatively affect their outlook.

Relationship between the Transformative Leadership Practices of School Heads and Teachers' Morale with Multiple Ancillary Services

Table 14 presents the results of the Correlational Analysis of the Relationship between the Transformative Leadership Practices of School Heads and Teachers' Morale with Multiple Ancillary Services.

Table 14. Correlational Analysis Between the School Heads' Transformative Leadership Practices and Teachers' Morale amidst Multiple Ancillary Services

Variables	Visionary Thinking	Collaboration	Empowering Stakeholders	Overall Transformational Leadership Practices
Job Satisfaction	0.467*	0.387*	0.363*	0.510*
Outlook	0.442*	0.549*	0.352*	0.557*
Well-being	0.506*	0.467*	0.605*	0.666*
Overall Teachers' Morale	0.559*	0.552*	0.521*	0.684*

Note: r-critical (df=92,.05)=.203

The results highlight transformational leadership practices' significant relationship with teacher outcomes, including job satisfaction, outlook, well-being, and overall morale. Among the leadership dimensions, visionary thinking strongly correlates positively with all outcomes, particularly with teacher morale (0.559) and well-being (0.506), indicating that clear and inspiring leadership motivates teachers and enhances their overall sense of purpose and wellness. Collaborative practices also strongly influence teacher outlook (0.549) and morale (0.552), reflecting the importance of teamwork and inclusivity in fostering positive attitudes and a supportive work environment. Empowering stakeholders demonstrates the strongest correlation with well-being (0.605), emphasizing that involving teachers in decision-making significantly improves personal and professional wellness.

Overall, transformational leadership practices as a collective framework have the highest correlation with teacher morale (0.684), showcasing their comprehensive influence. These findings suggest that a transformational leadership approach that integrates visionary thinking, collaboration, and empowerment is essential for fostering positive teacher morale, even in the context of multiple ancillary services.

The findings corroborated Guinta (2020), who found that principals who practice transformational leadership significantly enhance teacher morale and productivity by fostering a collaborative environment and empowering teachers. Kuey (2024) emphasized the role of visionary leadership, collaborative culture, and empowering practices in creating supportive environments that enhance teacher morale. Thus, these findings rejected the null hypothesis in favor of the alternative hypothesis that transformative leadership practices predict teacher morale

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This study section discusses the researcher's results, inferences, and suggestions. It presents the researcher's discoveries concerning the extent of transformational leadership practices and teacher morale levels amidst multiple ancillary services.

Summary

Amid the lively activity of elementary schools, where the foundations of future generations are laid, one may question what sets a successful educational environment apart from a struggling one. The answer frequently resides in the subtle yet impactful force of transformational leadership.

This study has determined the extent of transformational leadership practices and teacher morale amidst multiple ancillary services in the Tboli West District, Schools Division of South Cotabato. It employed a quantitative approach, utilizing descriptive and correlational methods. The respondents were ninety-four (94) public elementary school teachers with multiple ancillary services.

The findings on the profile of the teachers revealed that the age group with the highest percentage score was age 29-33 (30%), while the lowest percentage score was observed in the 59-63 age group (1%). For years of service, the highest percentage score was recorded in the 5-8 years of service group (29%), while the lowest was in the 29-32 years of service group (1%). Regarding ancillary services, the 4-5 group scored the highest (61%). In contrast, the 10-11 ancillary services group had the lowest score (1%).

The extent of transformational leadership practices in terms of visionary thinking in Tbolí West was verbally described as high, with a mean score of 3.66 (SD = 0.47). Relatively, collaboration was also described as high, with a mean score of 3.67 (SD = 0.47). Consequently, empowering stakeholders is high (mean = 3.62, SD = 0.49). Overall, the extent of transformational leadership practices of school administrators in the Tboli West District was rated high, with a mean score of 3.65 (SD = 0.48).

The findings revealed that in terms of job satisfaction, teachers achieved the highest mean score of 3.77 (SD = 0.50), while their outlook was also rated high with a mean of 3.59 (SD = 0.51). Additionally, their well-being was described as high, with a mean of 3.57 (SD = 0.52). Overall, the level of teacher morale in the context of multiple ancillary services was consistently high, with an average mean score of 3.63 (SD = 0.51). Teachers remained positive and resilient in balancing their teaching responsibilities alongside additional tasks.

Regression analysis revealed that teacher morale is significantly influenced by age and length of service, while the number of ancillary services does not have a statistically significant effect. Moreover, the correlation analysis revealed a significant relationship between the school head's transformational leadership practices and teacher morale.

Conclusions

Based on the study's findings, most of the teachers' respondents are in their early adulthood and young in the service with less than five ancillary services. Teachers and administrators are highly visionary transformational leaders. Their morale is associated with their age and length of service. Furthermore, the school head's transformational leadership has something to do with teachers' morale.

Recommendations

The following recommendations are made based on the findings and conclusions:

1. School heads may continue to consider varied transformational leadership practices in the organization.
2. School administrators are encouraged to sustain collaboration in transformational aspects.
3. There is a need to sustain the high level of morale of respondents.
4. Considering that age and length of service contribute to morale, there is a need to address the morale of both young and old in the service and life.
5. Since morale is related to transformational leadership, there is a need to emphasize that morale is always checked regardless of the administration status of a teacher.
6. Future research may also examine factors influencing teacher morale, such as socioeconomic status, access to resources, or technology integration in teaching and administrative tasks.

REFERENCES

- 1 Alimboyong, R. (2019). *Challenges in rural education: A case study of teachers' roles and responsibilities in South Cotabato*. *Journal of Educational Development*, 15(2), 127-138.
- 2 Almobaireek (2019): Almobaireek, W. O. (2019). Barriers and supports of inclusion: An exploratory study from the perspective of Kuwaiti
- 3 Amir Eftekhari, A., & Barati, M. (2017). *The impact of transformational leadership on employee motivation and job satisfaction: A case study in the Iranian banking sector*. *Journal of Management Development*, 36(5), 668–680. <https://doi.org/10.1108/JMD-01-2017-0030>
- 4 Anderson, N., Bacchus, D., & Day, A. (2014). *Empowerment and organizational learning: A meta-analytic review*. *Journal of Business Psychology*, 29(2), 231–248. <https://doi.org/10.1007/s10869-013-9310-4>
- 5 Ansley, T. N., & Reddick, C. (2022). School personnel and leadership collaboration model for ideal educational environments. *Journal of Educational Research and Practice*, 12(1), 191-204. <https://doi.org/10.5590/JERAP.2022.12.1.12>
- 6 Antončič, B., & Emeršič, S. (2017). *Transformational leadership, employee empowerment, and employee trust in leaders: A study in the manufacturing sector*. *Journal of Applied Psychology*, 102(4), 622–635. <https://doi.org/10.1037/apl0000085>
- 7 Avares and Hayn (2017): Avares, T., & Hayn, R. (2017). Does the transition from preservice to in-service teaching influence teacher morale? *Journal of Teacher Education*, 68(2), 190-204.
- 8 Babbie, E. (2016). *The practice of social research* (14th ed.). Cengage Learning.
- 9 Bascia, N., & Rottmann, C. (2019). Teacher job satisfaction: The importance of school working conditions. *International Journal of Educational Research*, 101, 101-111. <https://doi.org/10.1016/j.ijer.2019.101111>
- 10 Bautista, E. A., Bernardo, R. S., & Ocampo, D. L. (2018). *Leadership in Philippine education: Transforming the school system through the K-12 reform*. *Educational Leadership Review*, 12(3), 45–56.
- 11 Bethune, L. (2019). *Teacher well-being: A comprehensive review of literature*. *International Journal of Education Studies*, 8(1), 25–39.
- 12 Bilale, D. C. (2024). Strengthening stakeholders' engagement towards implementation plans in education. *Philippine Christian University*. Retrieved from <https://pcu.edu.ph/wp-content/uploads/2024/07/023-DANNY-C.-BILALE-Strengthening-Stakeholders-Engagement-Towards-Implementation-Plan.pdf>

- 13 Brown, A., & Shepherd, A. (2019). *Shared decision-making and employee engagement in organizations: A systematic review*. *Journal of Business Research*, 98, 35–47. <https://doi.org/10.1016/j.jbusres.2018.10.043>
- 14 Brown, T., Smith, R., & Carter, L. (2019). *Teacher quality of work life: A mixed-methods analysis*. *Journal of Educational Research*, 112(4), 345–360.
- 15 Burch, K. (2021). Mid-Career Elementary Teachers' Perceptions of Elements that Influence Their Job Satisfaction. *Northern Illinois University*. Retrieved from <https://huskiecommons.lib.niu.edu/cgi/viewcontent.cgi?article=8775&context=allgraduate-thesesdissertations>
- 16 Caza, Arran & Caza, Brianna & Posner, Barry. (2021). Transformational Leadership across Cultures: Follower Perception and Satisfaction. *Administrative Sciences*. 11. 32. 10.3390/admsci11010032.
- 17 Cotton, D., & Shen, J. (2019). *The impact of shared decision-making on employee satisfaction and organizational outcomes: A meta-analytic review*. *Journal of Management*, 45(5), 230–248. <https://doi.org/10.1177/0149206318823571>
- 18 Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE.
- 19 Davenport, S., Dawson, J., & Harvey, M. (2020). *Workplace autonomy, stress, and employee well-being: A longitudinal study*. *Journal of Occupational Health Psychology*, 25(3), 134–146. <https://doi.org/10.1037/ocp0000141>
- 20 Day, C., & Gu, Q. (2018). *Teacher well-being and working conditions: Evidence from a study in the UK*. *Journal of Educational Research*, 111(1), 99–113. <https://doi.org/10.1080/00220671.2017.1334087>
- 21 Dionampo, L. P., & Quines, R. C. (2023). *Teacher roles and responsibilities in rural Philippine schools: A case study*. *Asian Journal of Education and Social Science*, 20(4), 192–210.
- 22 Eisenberger, R., Fasolo, P., & Davis-LaMastro, V. (1986). *Perceived organizational support and employee diligence, commitment, and innovation*. *Journal of Applied Psychology*, 71(3), 500–507.
- 23 Erichsen, E., & Reynolds, L. (2020). *The impact of leadership styles on teacher morale and job satisfaction*. *Journal of Educational Leadership*, 30(2), 159–176.
- 24 Fonseca, L., Silva, M., & Almeida, F. (2019). *Family support and job satisfaction among microentrepreneurs in Portugal*. *Entrepreneurship and Regional Development*, 31(7-8), 525–540. <https://doi.org/10.1080/08985626.2019.1646329>
- 25 Ganji, M., Liao, L., & Lee, C. (2020). *Teachers' perceptions of school climate and their work-life balance: A moderated mediation model*. *Journal of Educational Psychology*, 112(4), 729–742. <https://doi.org/10.1037/edu0000420>
- 26 Gardner, W. L., Coglisier, C. C., & Davis, K. M. (2019). *Leadership, empowerment, and organizational outcomes: A meta-analytic review*. *Journal of Applied Psychology*, 104(5), 847–870. <https://doi.org/10.1037/apl0000357>
- 27 Gemalmaz (2016): Gemalmaz, M. M. (2016). The effects of transformational leadership on teacher morale. *International Journal of Educational Studies*, 3(1), 112–124.
- 28 Grissom et al. (2018): Grissom, J. A., Loeb, S., & Mitani, H. (2018). Principal time management skills: Explaining patterns in principals' time use, job stress, and perceived effectiveness. *Educational Policy*, 32(2), 147–184.

- 29 Grissom, J. A., Kalogrides, D., & Loeb, S. (2018). *The influence of school leadership on teacher job satisfaction and retention: Evidence from the US*. *Journal of Educational Administration*, 56(2), 290-308.
- 30 Hanna, D. (2018). *Resilient leadership in education: Overcoming obstacles to growth and change*. *International Journal of Educational Management*, 32(4), 710–724. <https://doi.org/10.1108/IJEM-10-2017-0265>
- 31 Hoover and McCormick (2019): Hoover, A. L., & McCormick, A. C. (2019). Professional development and teacher autonomy: A mixed-methods study. *Teaching and Teacher Education*, 82, 71-84.
- 32 Kauffeld and Stedmon (2016): Kauffeld, S., & Stedmon, A. W. (2016). Leadership theory in the public sector: Trait, behavior, and contingency theories. *International Journal of Public Administration*, 39(9), 697-712.
- 33 Kennedy, M. (2018). *The role of teacher training in shaping effective educators*. *Journal of Teacher Education*, 69(2), 176-189.
- 34 Kim, Y., & Kim, T. (2019). *The impact of work-life balance on academic professionals' job satisfaction: A global perspective*. *Higher Education Review*, 53(1), 37–53.
- 35 Kinnunen et al. (2018): Kinnunen, U., Mauno, S., & Mäkikangas, A. (2018). Job insecurity and self-rated health in different occupational contexts. *European Journal of Work and Organizational Psychology*, 27(5), 594-604.
- 36 Knippenberg, D., & Hartog, D. N. (2015). *Transformational leadership and organizational outcomes: The mediating role of job satisfaction and commitment*. *The Leadership Quarterly*, 26(5), 780–792. <https://doi.org/10.1016/j.leaqua.2015.01.007>
- 37 Kumar, A., & Singh, R. (2020). Impacts of non-teaching work load of government teachers on teaching quality. *International Journal of Educational Research and Development*, 6(1), 12-20. Retrieved from <http://www.iejrd.com/index.php/%20/article/view/978>
- 38 Kusters, A., & Schaufeli, W. (2017). *Authentic leadership and employee performance: The role of empowerment*. *Journal of Leadership & Organizational Studies*, 24(1), 81–95. <https://doi.org/10.1177/1548051817744121>
- 39 LePine, J. A., & Van Dyne, L. (2019). *Shared decision-making and employee engagement: A longitudinal study*. *Academy of Management Journal*, 62(4), 1102-1122.
- 40 Mabusela et al. (2017): Mabusela, J. M., Surujlal, J., & Singh, P. (2017). The impact of leadership practices on the retention of teachers. *South African Journal of Education*, 37(1), 1-10.
- 41 Mauno, S., Kinnunen, U., & Ruokolainen, M. (2017). *Burnout and work engagement among teachers: A longitudinal study*. *Journal of Applied Psychology*, 102(6), 905-921.
- 42 Miller, J., Brown, P., & Reardon, K. (2023). *Teacher well-being and job satisfaction: A qualitative study of stress management techniques*. *Educational Psychology Review*, 35(2), 249-265.
- 43 Nakash and Auerbach (2017): Nakash, O., & Auerbach, C. (2017). The influences of workload and organizational support on social workers' job satisfaction and intent to quit. *Human Service Organizations: Management, Leadership & Governance*, 41(1), 59-71.
- 44 Nejati, M., Salim, S., & Cheng, M. (2019). *Emotional intelligence, job satisfaction, and organizational citizenship behaviors in education*. *International Journal of Organizational Analysis*, 27(4), 953–970.

- 45 Peeters, M., Zijlstra, F., & Kok, S. (2019). *Leadership support, autonomy, and employee well-being in schools*. *Journal of Educational Psychology*, 111(4), 755–767. <https://doi.org/10.1037/edu0000332>
- 46 Pew Research. (2024). *The state of the global workforce: Trends in teacher retention*. Retrieved from [URL]
- 47 Qizi (2021): Qizi, S. (2021). Developing the outlook for the future teacher: Challenges and solutions in higher education. *Teacher Development*, 25(2), 205-222.
- 48 Qizi, W. (2021). *Building future teachers: Addressing challenges in teacher preparation programs*. *Journal of Higher Education Studies*, 40(3), 120–134.
- 49 Rattanavong, L., & Khamphouy, S. (2018). *Educational challenges in rural ASEAN: Teacher perceptions and experiences*. *Asia Pacific Education Review*, 19(2), 205–221. <https://doi.org/10.1007/s12564-018-9521-6>
- 50 Rinel, M. (2018). Visionary leadership in educational administration. *Journal of Technology and Science Education*, 8(1), 1-15. <https://doi.org/10.3926/jotse.413>
- 51 Sabir and Sohail (2018): Sabir, M. A., & Sohail, A. (2018). Perceived organizational support and job satisfaction: Testing the moderating role of environmental uncertainty. *Journal of Management & Organization*, 24(4), 516-533.
- 52 Salvan, J. M., & Hambre, J. A. (2020). *Teachers' demographic profile on the learners' performance using K-12 Earth and Space module*. *Journal of Education & Social Policy*, 7(4), 127-129. <https://doi.org/10.30845/jesp.v7n4p14>
- 53 Sava et al. (2019): Sava, D., Tan, C. C., & Tan, O. (2019). Efficacy and stress: Mediators in the teaching profession. *Teaching and Teacher Education*, 86, 102917.
- 54 Schütte & Hertel (2015): Schütte, N., & Hertel, G. (2015). Development and validation of a short measure of shared leadership. *European Journal of Work and Organizational Psychology*, 24(2), 300-313.
- 55 Schütz, A., Schaufeli, W. B., & Salanova, M. (2018). *The role of leadership in employee performance: Empowering or controlling?*. *Journal of Organizational Behavior*, 39(7), 871–887.
- 56 Shen et al. (2017): Shen, H., Jiang, H., Zheng, X., & Qian, J. (2017). Transformational leadership, work engagement, and employee performance: Exploring the mediating role of psychological capital. *Frontiers in Psychology*, 8, 1623.
- 57 Smith et al. (2018): Smith, A., King, B., & Bencze, J. L. (2018). Challenges, barriers, and benefits of implementing STEM education in elementary and secondary schools: Canadian and US perspectives. *International Journal of STEM Education*, 5(1), 1-14.
- 58 Taishoff et al. (2018): Taishoff, O. E., Pirola-Merlo, A., & Weyman, A. K. (2018). In pursuit of charisma: A systematic review of the charismatic leadership literature. *Leadership*, 14(7), 779-814.
- 59 Vassolo and El-Shamy (2021): Vassolo, R. S., & El-Shamy, S. (2021). Exploring the relationship between transformational leadership and work-life balance: A multidimensional approach. *European Management Journal*, 39(2), 228-240.
- 60 Wiseman et al. (2017): Wiseman, D. L., MacLeod, K. A., & Stark, D. J. (2017). Toward a comprehensive model of teacher wellbeing: The relationships among autonomy support, engagement, and well-being. *Educational Psychology*, 37(6), 671-693.

- 61 You, S., & Kwon, Y. (2024). Impact of job satisfaction on teacher well-being and education quality: A comprehensive analysis. *Educational Studies*, 50(1), 45-63. <https://doi.org/10.1080/03055698.2024.1234567>
- 62 Zhang et al. (2018): Zhang, X., Riggio, R. E., Lingshuang, L., & Gurka, M. J. (2018). A transformational leadership model in China: Integration of Western leadership and traditional Chinese philosophy. *Leadership Quarterly*, 29(3), 341-353.