

School Heads' Transformational Leadership, Strategies, and Innovations for Enhancing Learners' Periodic Assessment

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Abstract

This study aimed to determine the level of transformational leadership, strategies, and innovations employed by school heads in enhancing learners' periodic assessment in the Schools Division of Iloilo for the school year 2025–2026. It examined how school heads applied transformational leadership, implemented strategic initiatives, and introduced innovations to improve assessment quality and responsiveness. The study involved 181 randomly selected school heads, chosen through stratified proportionate random sampling to ensure representation across school size, resources, and student population. Data were collected using a validated researcher-made questionnaire, and a descriptive-correlational design was employed to analyze relationships among variables. Descriptive statistics summarized respondents' profiles, leadership levels, strategies, and innovations, while inferential statistics, including t-test, ANOVA, and Pearson's r , were applied at a 0.05 significance level. Findings revealed that school heads demonstrated very high transformational leadership ($M = 4.38$) and employed effective strategies and innovative practices to enhance periodic assessments. No significant differences were found in leadership, strategies, or innovations when classified by age, sex, educational attainment, school size, or teaching experience. Similarly, relationships among transformational leadership, strategies, and innovations were not statistically significant. These results indicate that school heads consistently applied high-quality leadership, strategic practices, and innovations across contexts, which may contribute to improved learner outcomes. The study may inform professional development programs, leadership frameworks, and school assessment practices to enhance educational effectiveness.

Keywords: Transformational Leadership, School Leadership, Educational Strategies, Innovations, Periodic Assessment, School Heads,

Introduction

Assessment plays a vital role in education since it indicates how students are progressing and achieving, and it permits teachers and schools to determine whether the learning objectives are being achieved. In the basic education system of the Philippines, classroom assessment is essential for putting the curriculum into action. It allows teachers to monitor students' progress and modify their teaching in order to meet students' needs. The Department of Education (DepEd) states that the results of assessment should provide useful information for making teaching decisions and for checking whether students have met the learning standards (Department of Education [DepEd], 2015, 2016). It is important to carry out regular assessment in order to monitor learning and to give teachers and school leaders the information

they need to improve their work. In order to make good use of assessment, schools need not only the appropriate tools and methods but also strong leadership to provide direction, keep an eye on progress, and give support.

School heads have a vital role to play in making sure that teaching, learning and assessment are effective. At the present time, their duties go beyond administrative tasks to involve improving the quality of teaching, supporting teachers and concentrating on student outcomes. According to UNESCO (2024), establishing expectations, focusing on learning, supporting teamwork and helping individuals to develop are all essential elements of school leadership; these features are associated with transformational leadership, which consists of inspiring and motivating the whole school community to work towards mutual goals. In the Philippines, school heads are also expected to provide teachers with technical assistance and to establish systems for monitoring and evaluating student achievement. Since this is the case, the way in which school heads lead has an impact on how assessment is planned, carried out, checked and improved in schools.

Transformational leadership is important for boosting assessment since it stresses shared objectives, motivation, teamwork, professional development, and continuous improvement. When headteachers provide clear guidance and encourage cooperation among teachers, they can assist in establishing a culture in which assessment practices are frequently examined and improved. With effective leadership together with appropriate strategies and new ideas, periodic assessment can be better aligned with the different needs of students. Such strategies could entail careful planning, checking how assessments are carried out, working with teachers, and using the results of assessments to inform teaching. Innovations might consist of introducing or improving tools and methods that make assessment more effective and significant. According to DepEd, assessment should provide information that is used to guide teaching and to monitor whether students achieve the learning standards (DepEd, 2016). UNESCO (2024) also states that school leaders should be able to use data, plan, implement, supervise, and review their activities in order to address educational challenges.

In the Schools Division of Iloilo, Philippines, it is important to look at how school heads use transformational leadership, strategies, and new ideas to support students' regular assessment. This study included 181 school heads from Iloilo during the 2025–2026 school year, chosen through stratified proportionate random sampling to represent different types of schools. The research measured the level of transformational leadership, strategies, and innovations these school heads used to improve students' periodic assessment. It also looked at whether these factors changed based on age, sex, education, school size, and teaching experience, and explored the links between leadership, strategies, and innovations. The results may help guide professional development, leadership practices, and assessment programs in Iloilo and support efforts to strengthen school leadership and assessment.

Methodology

Research Design

The study employed a descriptive-correlational research design in order to determine the level of transformational leadership, the strategies, and the innovations that heads of schools in the Schools Division of Iloilo used to improve learners' periodic assessments during the 2025–2026 school year. The descriptive component was concerned with assessing the levels of transformational leadership, strategies, and innovations, while the correlational part examined the relationships between these variables.

Furthermore, the study investigated whether there were significant differences in the respondents' answers according to age, sex, educational attainment, school size, and teaching experience.

Respondents of the Study

181 head teachers from the Schools Division of Iloilo, Philippines, took part in the study in the 2025–2026 school year. In order to ensure that all different kinds of schools were included, the researchers applied stratified proportionate random sampling. As profile variables, the study examined age, sex, educational attainment, school size, and teaching experience.

Research Instrument

To gather data, the researchers used a questionnaire which they had developed in order to assess the degree of transformational leadership, the strategies, and the innovations that school heads employed in order to improve learners' periodic assessment. The questionnaire contained questions concerning leadership practices, strategies, and innovations linked to periodic assessment. Before employing the questionnaire, the researchers confirmed that it was valid and appropriate for the aims of the study.

Data Gathering Procedure

Before carrying out the study, the researcher obtained permission from the appropriate authorities in the Schools Division of Iloilo. Having received approval, he then consulted with the headteachers to arrange for the distribution of the questionnaires. The purpose of the study was made clear to the respondents, upon whom the participation was voluntary. The questionnaires were handed out to the 181 respondents who had sufficient time to complete them. After they had been collected, the questionnaires were checked, sorted, and put in order for statistical analysis. Confidentiality of all the respondents' information was maintained throughout the process.

Statistical Treatment of Data

The data were analysed by the researchers using both descriptive and inferential statistical methods. In order to describe the respondents' age, sex, educational achievement, the size of the school and their teaching experience, they employed frequency and percentage. The mean was used to show the level of transformational leadership, strategies and innovations among headteachers. A t-test was carried out to examine for significant differences between two groups, while ANOVA was applied when there were three or more groups. Pearson's r was used to measure the relationships between transformational leadership, strategies and innovations. In all cases, a significance level of 0.05 was used.

Results

The study looked at 181 headteachers from the Schools Division of Iloilo during the 2025–2026 school year and found that the level of transformational leadership was very high, the average score being 4.38 (standard deviation = 0.39). Of the various leadership dimensions, inspirational motivation had the highest average at 4.45 (standard deviation = 0.41), then came individualized consideration at 4.40 (standard deviation = 0.43), followed by idealized influence at 4.36 (standard deviation = 0.40), and finally intellectual stimulation at 4.31 (standard deviation = 0.44). All of these scores were regarded as very high, which indicates that transformational leadership practices were consistently carried out in their schools.

The respondents' average rating for strategies designed to improve learners' periodic assessment was 4.32 (standard deviation = 0.42), this being considered as very effective. The most highly rated strategy was monitoring and evaluating assessment practices, with a mean score of 4.39 (standard deviation = 0.43). Other strategies mentioned were teacher collaboration and support (mean = 4.35, standard deviation = 0.44), assessment planning and implementation (mean = 4.31, standard deviation = 0.45), the use of assessment results (mean = 4.28, standard deviation = 0.46), and providing technical assistance (mean = 4.27, standard deviation = 0.47). The findings indicate that headteachers employed various strategies in order to strengthen the way in which periodic assessments are carried out and monitored.

The study also showed that the respondents employed innovations in order to improve learners' periodic assessments, the average score being 4.29 (standard deviation = 0.45), which was considered very effective. The most frequently mentioned innovation was the use of technology-supported assessment methods (mean = 4.36, standard deviation = 0.46), then new types of assessment (mean = 4.32, standard deviation = 0.44), the establishment of school initiatives concerning assessment (mean = 4.29, standard deviation = 0.47), adapting assessment practices to meet the needs of the learners (mean = 4.25, standard deviation = 0.48), and improving the assessment monitoring systems (mean = 4.23, standard deviation = 0.49). These findings indicate that headteachers had used a variety of innovative methods to make assessment practices more effective and responsive.

Differences in Transformational Leadership, Strategies, and Innovations According to Profile

There was no significant difference in transformational leadership when the groups were compared on the basis of age. The younger group had a mean score of 4.40 (SD = 0.38) and the older group had a mean score of 4.35 (SD = 0.41). The t-test yielded a value of $t = 0.78$ and $p = 0.437$, this being greater than the 0.05 level of significance.

With regard to sex, male headteachers had a transformational leadership mean of 4.36 (standard deviation = 0.40), whereas female headteachers had a mean of 4.39 (standard deviation = 0.39). The t-value obtained was -0.48 ($p = 0.632$), indicating that there was no significant difference. The same applied to strategies, since men had an average of 4.29 and women 4.33 ($t = -0.55$, $p = 0.584$), and in the case of innovations, males scored 4.26 and females 4.30 ($t = -0.48$, $p = 0.632$). All the p-values were greater than 0.05.

An analysis according to educational attainment also revealed no significant differences. The mean score for transformational leadership was 4.34 for headteachers who had a bachelor's degree, 4.39 for those with a master's degree, and 4.43 for those who had a doctorate. The ANOVA results were $F = 1.26$, $p = 0.286$. For the strategies, the means were 4.28, 4.33 and 4.37 ($F = 0.91$, $p = 0.405$). For innovations, the means were 4.25, 4.30 and 4.34 ($F = 0.84$, $p = 0.434$). As all the p-values were greater than 0.05, there were no significant differences depending on educational attainment.

If the schools were grouped according to their size, the average transformational leadership scores were 4.36 for small schools, 4.38 for medium schools, and 4.41 for large schools; the ANOVA gave a value of $F = 0.67$ and $p = 0.513$. The mean scores for strategies were 4.29, 4.32, and 4.35, and for innovations they were 4.26, 4.29, and 4.33. The findings indicate that school size had no significant effect on transformational leadership, on strategies, or on innovations.

Teaching experience also produced no significant differences in the three main variables. Headteachers who had between 1 and 10 years' experience had a mean score for transformational leadership of 4.36,

those with between 11 and 20 years had 4.38, and those with more than 20 years had 4.41. The F-value was 0.54 and the p-value was 0.584. With regard to strategies, the means were 4.29, 4.32 and 4.35; for innovations, 4.26, 4.30 and 4.33. None of these results reached significance at the 0.05 level.

Relationships Among Transformational Leadership, Strategies, and Innovations

A correlation analysis carried out by Pearson was employed in order to look at the relationships between transformational leadership, strategies, and innovations. The correlation between transformational leadership and strategies was $r = 0.087$, $p = 0.243$, which indicated a very weak and not statistically significant positive relationship.

The correlation between transformational leadership and innovations was $r = 0.102$ and $p = 0.170$; this represented a positive yet very weak relationship which was not statistically significant. In the case of strategies and innovations, the correlation was $r = 0.118$ and $p = 0.113$ as well, being weak and not significant.

As all the p-values exceeded 0.05, the null hypothesis was retained in relation to the three main variables. This indicates that for the 181 headteachers there was no statistically significant link between transformational leadership, strategies, and innovations.

Overall Results

To sum up, the 181 headteachers in the Schools Division of Iloilo displayed a high degree of transformational leadership (mean = 4.38, standard deviation = 0.39). They also stated that their strategies (mean = 4.32, standard deviation = 0.42) and innovations (mean = 4.29, standard deviation = 0.45) were very effective in improving learners' periodic assessment. There were no significant differences according to age, sex, level of education, school size, or teaching experience, and no significant relationships between transformational leadership, strategies, and innovations.

The results can be linked to the Philippine assessment framework, a framework which emphasizes the use of assessment for monitoring learners' progress and informing teaching decisions (Department of Education [DepEd], 2015). The Department of Education (DepEd) also underlines the importance of assessment data for assessing progress towards learning standards and for aiding educational decisions (DepEd, 2016). The high degrees of leadership, strategies and innovations mentioned in this study are consistent with the practices of the 181 respondents from the Schools Division of Iloilo.

Summary of the Study

This study determined the level of transformational leadership, strategies, and innovations employed by school heads in enhancing learners' periodic assessment in the Schools Division of Iloilo, Philippines, during the School Year 2025–2026. Specifically, it examined the extent to which school heads demonstrated transformational leadership behaviors and employed strategic and innovative practices in improving the implementation of periodic assessment. It also determined whether significant differences existed in the variables when the respondents were classified according to selected demographic and professional characteristics and whether significant relationships existed among transformational leadership, strategies, and innovations.

The study employed a descriptive-correlational research design. The respondents consisted of 181 school heads from the Schools Division of Iloilo who were selected through stratified proportionate random sampling. The stratification was intended to provide representation across different school

contexts and characteristics. The respondents were classified according to age, sex, highest educational attainment, school size, and teaching experience.

Data were gathered using a validated researcher-made questionnaire. The instrument measured transformational leadership, strategies employed by school heads, and innovations used in enhancing learners' periodic assessment. The data were analyzed using frequency and percentage for the respondents' profile, mean and standard deviation for the level of the major variables, t-test for comparisons involving two groups, one-way Analysis of Variance (ANOVA) for comparisons involving three or more groups, and Pearson's product-moment correlation coefficient to determine the relationships among the major variables. The level of significance was set at 0.05.

Findings of the Study

The major findings of the study were as follows:

1. The school heads demonstrated a very high level of transformational leadership, with an overall mean of 4.38. Among the dimensions, inspirational motivation obtained the highest mean of 4.45, followed by individualized consideration with 4.40, idealized influence with 4.36, and intellectual stimulation with 4.31. These results indicated that the school heads consistently demonstrated behaviors associated with motivating personnel, providing support, serving as role models, and encouraging professional improvement and innovation.
2. The strategies employed by school heads in enhancing learners' periodic assessment were assessed at a very effective level, with an overall mean of 4.32. Monitoring and evaluation obtained the highest mean of 4.39, followed by teacher collaboration and support at 4.35, assessment planning and implementation at 4.31, utilization of assessment results at 4.28, and technical assistance at 4.27. This indicated that school heads regularly implemented assessment-related strategies involving monitoring, collaboration, planning, data utilization, and technical support.
3. The innovations employed by school heads were also assessed at a very effective level, with an overall mean of 4.29. Technology-supported assessment obtained the highest mean of 4.36, followed by innovative assessment approaches at 4.32, assessment-related school initiatives at 4.29, adaptation to learner needs at 4.25, and assessment monitoring systems at 4.23. These findings indicated that school heads incorporated technology and innovative practices into assessment processes while attempting to respond to learners' diverse needs.
4. No significant difference was found in transformational leadership when school heads were classified according to age, sex, highest educational attainment, school size, and teaching experience. The results indicated that the observed level of transformational leadership was generally consistent across the different respondent groups.
5. No significant differences were found in the strategies employed by school heads when grouped according to age, sex, highest educational attainment, school size, and teaching experience. This suggested that the implementation of assessment-related strategies was relatively consistent across different demographic and professional groups.
6. No significant differences were also found in the innovations employed by school heads when classified according to age, sex, highest educational attainment, school size, and teaching experience. The findings indicated that the use of innovative assessment practices did not significantly vary across the identified groups.

7. No significant relationship was found between transformational leadership and strategies, with a Pearson correlation coefficient of $r = .087$ and a p-value of $.243$. Since the p-value was greater than the 0.05 level of significance, the relationship was not statistically significant.
8. No significant relationship was found between transformational leadership and innovations, with $r = .102$ and $p = .170$. The result indicated that the relationship between the two variables was not statistically significant.
9. No significant relationship was found between strategies and innovations, with $r = .118$ and $p = .113$. Thus, the relationship between the strategies and innovations employed by school heads was not statistically significant at the 0.05 level.
10. Overall, the findings showed that school heads in the Schools Division of Iloilo demonstrated consistently high levels of transformational leadership and reported highly effective strategies and innovations for enhancing learners' periodic assessment. However, the statistical tests did not establish significant differences across the selected respondent characteristics or significant relationships among the three major variables.

Conclusions

Based on the findings of the study, the following conclusions were drawn:

1. The school heads demonstrated a very high level of transformational leadership. Their leadership practices reflected strong inspirational motivation, individualized consideration, idealized influence, and intellectual stimulation. This suggests that school heads generally exercised leadership behaviors that encouraged personnel to pursue shared educational goals, improve professional practices, and respond to changing assessment needs.
2. The strategies employed by school heads in enhancing learners' periodic assessment were found to be very effective. Monitoring and evaluation, teacher collaboration, assessment planning, utilization of assessment results, and technical assistance were all practiced at high levels.
3. The innovations employed by school heads were likewise found to be very effective. The findings particularly indicated substantial use of technology-supported assessment, innovative assessment approaches, school-based assessment initiatives, learner-responsive practices, and assessment monitoring mechanisms.
4. The absence of significant differences across age, sex, educational attainment, school size, and teaching experience indicates that the implementation of transformational leadership, assessment strategies, and innovations was generally consistent among the respondent groups. The findings do not provide sufficient statistical evidence to conclude that these characteristics produced differences in the variables examined.
5. The absence of significant relationships among transformational leadership, strategies, and innovations indicates that, within the respondents and conditions covered by the study, higher or lower levels of one variable were not statistically associated with corresponding changes in the other variables.
6. The findings suggest that transformational leadership, assessment strategies, and innovations were independently demonstrated at high levels among the school heads. However, the results should not be interpreted as proof that these practices have no practical connection. Rather, the statistical evidence from this study did not establish significant relationships among them.

7. The overall findings emphasize the importance of sustaining systematic leadership, assessment practices, and innovation initiatives in schools. Continued professional development and institutional support may help school heads maintain and further strengthen these practices.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are proposed:

1. The Schools Division of Iloilo may sustain and strengthen leadership development programs for school heads, particularly those focusing on transformational leadership dimensions such as inspirational motivation, individualized consideration, intellectual stimulation, and idealized influence.
2. School heads may continue strengthening assessment-related strategies by improving monitoring and evaluation systems, promoting teacher collaboration, providing technical assistance, and using assessment results as a basis for instructional planning and intervention.
3. School heads may further develop technology-supported assessment practices and other innovative approaches while ensuring that these innovations are appropriate to learners' needs, available resources, and school contexts.
4. The Schools Division may provide continuing professional development activities on assessment literacy, educational technology, data-informed decision-making, and innovative assessment practices. Such programs may help school heads and teachers maintain effective assessment systems.
5. Schools may strengthen collaborative practices by encouraging teachers to participate in assessment planning, analysis of learner performance, development of interventions, and evaluation of assessment innovations.
6. School heads may establish mechanisms for documenting, evaluating, and sharing successful assessment innovations. Sharing effective practices across schools may facilitate professional learning and the adaptation of appropriate innovations to different school contexts.
7. The Schools Division may provide adequate technical, technological, and material resources to support the implementation of innovative assessment practices, particularly in schools with differing levels of resources and technological access.
8. Since no significant differences were found according to the selected respondent characteristics, professional development opportunities may be provided equitably to school heads regardless of age, sex, educational attainment, school size, or teaching experience.
9. Future researchers may conduct similar studies using larger samples, additional variables, or mixed-method approaches to obtain deeper explanations of how transformational leadership, assessment strategies, and innovations interact in actual school settings.
10. Future studies may also examine the relationship of school heads' leadership and assessment practices with measurable learner outcomes, teacher practices, or actual periodic assessment performance. Such studies may provide additional evidence beyond the perceptions and self-reported practices measured in the present research.

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