

THE EFFECTS OF TRANSFORMATIONAL LEADERSHIP ON TEACHER MOTIVATION IN PUBLIC SCHOOLS

by:

Ricardo Jr. G. Vidal

Teacher III, Antonio G. Llamas Elementary School

Transformational leadership has emerged as an important strategy for increasing teacher motivation and boosting overall school performance, particularly in public schools. This leadership style has four primary dimensions: idealized influence, inspiring motivation, intellectual stimulation, and customized concern (Bass & Riggio, 2006). These aspects work together to create a pleasant teaching environment that inspires teachers to go above and beyond regular requirements and to actively participate in the growth of their schools.

Transformational leaders motivate instructors by clearly conveying a common vision and establishing ambitious but attainable goals. When leaders acknowledge and promote teachers' contributions, include them in decision-making, and encourage involvement in school development activities, teachers feel a feeling of ownership and professional empowerment. This sense of belonging not only boosts work happiness, but it also reinforces teachers' dedication to the school's mission and instructional goals. According to research, instructors who feel appreciated and respected are more likely to exhibit intrinsic motivation, devotion, and excitement in their teaching duties (Nguni, Sleegers, and Denessen, 2006).

Professional development assistance is another important facet of transformative leadership. Leaders that encourage continual learning by offering chances for training, mentorship, peer cooperation, and reflective practice help teachers grow professionally. Teachers who feel supported by their school leaders are more likely to employ creative teaching tactics, experiment with instructional approaches, and engage students in

meaningful learning experiences (Hallinger & Heck, 2010). Such support promotes creativity, resilience, and flexibility, all of which are necessary for handling today's complicated educational problems.

Transformational leadership plays a critical role in public schools owing to intrinsic problems such as severe workloads, huge class sizes, limited resources, and bureaucratic restraints. Teachers in such circumstances frequently experience high levels of stress and danger of burnout. Transformational leaders address these issues by encouraging open communication, cooperation, and a strong culture of teamwork. By stressing trust and mutual support, school leaders provide a psychologically secure atmosphere for teachers, lowering stress and enhancing work satisfaction. This supportive environment allows teachers to concentrate on instructional efficacy rather than administrative or logistical issues.

Furthermore, transformational leadership influences teacher motivation not just at the individual but also at the group level. When school leaders develop a sense of common purpose, teachers are more willing to cooperate, exchange best practices, and work together to achieve the school's objectives. This collective incentive improves teaching quality and favorably impacts student achievements, resulting in a cycle of progress that benefits the whole educational community (Hallinger, 2003).

Finally, transformational leadership improves teacher motivation in public schools by instilling respect, encouragement, intellectual stimulation, and customized assistance. School leaders that use this leadership style create an environment in which teachers feel respected, supported, and encouraged to flourish professionally. Strengthening transformational leadership approaches in public schools can result in more motivated instructors, higher instructional quality, and, ultimately, better student learning results. As education systems encounter challenges in terms of resources, accountability, and changing pedagogical demands, transformational leaders play an increasingly important role in determining the performance of both teachers and learners.

References:

- Bass, B. M., & Riggio, R. E. (2006). *Transformational leadership* (2nd ed.). Mahwah, NJ: Lawrence Erlbaum Associates.
- Bush, T. (2011). *Theories of educational leadership and management* (4th ed.). London: Sage.
- Hallinger, P. (2003). Leading educational change: Reflections on the practice of instructional and transformational leadership. *Cambridge Journal of Education*, 33(3), 329–352.
- Hallinger, P., & Heck, R. H. (2010). Collaborative leadership and school improvement: Understanding the impact on school capacity and student learning. *School Leadership & Management*, 30(2), 95–110.
- Leithwood, K., & Jantzi, D. (2005). Transformational leadership. In B. Davies (Ed.), *The essentials of school leadership* (pp. 31–43). London: Paul Chapman.
- Nguni, S., Sleegers, P., & Denessen, E. (2006). Transformational and transactional leadership effects on teachers' job satisfaction, organizational commitment, and organizational citizenship behavior in primary schools: The Tanzanian case. *School Effectiveness and School Improvement*, 17(2), 145–177.