Influence of Transformational Leadership on Teachers' Motivation in Public Elementary Schools in Davao Oriental

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Abstract. This study explores the impact of transformational leadership on teacher motivation in public elementary schools in Davao Oriental, Philippines. Transformational leadership, characterized by idealized influence, inspirational motivation, individualized consideration, and intellectual stimulation, was examined for its effectiveness in enhancing intrinsic and extrinsic motivation among teachers. The research highlights that transformational leaders who provide a clear vision, foster teacher empowerment, and address personal and professional needs can significantly boost teacher motivation. The findings underscore the importance of supportive and inspiring leadership in promoting high motivation levels, which is crucial for improving educational outcomes. This study fills a gap in the existing literature by focusing on the specific context of public elementary education in the Philippines. It provides a basis for developing targeted interventions to strengthen transformational leadership practices.

1. Introduction

The study's results show that transformational leadership positively and significantly affects employee motivation. Factors affecting work motivation, such as vision, direction, and teachers' empowerment, positively influence teachers' motivation. Transformational leaders can articulate a unified vision that encourages team members to exceed expectations. Motivation is a vital factor that any employee manifests to achieve successful work outcomes. This intrinsic motivation includes trust, confidence, and self-esteem, while extrinsic includes awards, opportunities, and money. They understand that the most motivated teachers are the ones who have a strong sense of purpose.

These school leaders are not afraid to challenge employees. Moreover, teachers play a crucial role in attaining quality and inclusive education for all learners to develop their social and academic competencies in the education sector. In the United States, the study conducted by Goodell (2014) revealed that only 30 percent of the workforce is engaged and motivated with its functions in their respective organization, which proves that there is an issue with motivation among teachers. Additionally, a 2013 report declared that employees who are unhappy and unmotivated cost between 450 and 550 billion in lost productivity each in the US Clifford (2015). Further, in China, only 80 percent of teachers

have problems in terms of satisfaction with their education minister, which has caused them to lose their motivation to perform their respective duties while providing quality education for the learners. This number of percentages was alarming since the majority of the teachers were dissatisfied with the education system, that it affected their teaching performance, and the quality of education was compromised (Wang, 2014). Notably, some employees, like teachers in the workplace, face motivational issues that result from poor management, as shown by a school administrator (Lister, 2019). In addition, a study revealed that employees like teachers become demotivated because of unclear tasks and other axillary duties, which results in an unsuccessful goal. This has immensely affected their performance because it divides their time, maximizes their efforts, and exhausts them (Higuera, 2019). Moreover, the investigation conducted by Lliya (2015) revealed that incentives, weak accountability, development of their work, and unfair management by the school administrators were the valid reasons why most teachers were not motivated to exert more effort and provide excellent performance. In the Philippines, motivation has been an issue among teachers because they are overworked but underpaid. Aside from this, teachers have spent their own money to provide the materials needed to beautify their classrooms, which is supposed to be shouldered by the school funds. In addition, the teachers' administrative work leads them to extreme stress and results in a loss of their motivation to teach (Tagupa, 2018). As cited by the study of Khan et al. (2020), transformational leadership has a significant positive relationship with intrinsic motivation. Additionally, the study's results concluded that organizational leaders must provide or manifest transformational attributes by informing their employees well because the transformational leader may inspire employees to achieve anticipated or significant outcomes. As a result, it will develop the self-confidence of the employees to do their respective jobs and the power to make their own decisions once they have attended different trainings related to their field of expertise. Further, it is manifested that only a few studies the researcher reviewed the literature, especially in the Philippine setting, which talks about teacher's motivation for transformational leadership which revealed a population gap in the study which focuses on employees (Ibarra, 2020), and telecommunication sector (Ahmad et al., 2014). Less has been done for teachers, especially the public elementary teachers who are the facilitators of learning. Furthermore, previously conducted research utilized a case study and mixed methods approach—a case study by Eriksson (2016) about transformational leadership's effects on motivation and trust. In addition, a study by Ibarra (2020) on Transformational Leadership's Impact on Employee Motivation and Performance in the Public Sector used a mixed-methods approach. Additionally, the researcher has not encountered a study about the influence of transformational leadership on teachers' motivation conducted in the Philippines, specifically in Davao Oriental, on public elementary teachers using quantitative design. The findings of this study will be a baseline for understanding how the transformational leadership of the school heads influences the motivation of the teachers, especially the public elementary teachers in Davao Oriental, specifically in Banaybanay District. Additionally, the result of the study may provide an extensive intervention on how to strengthen the transformational leadership of the school heads by facilitating a seminar that may guide them to increase the motivation of the public elementary teachers or even the public secondary teachers. This study aimed to be a reference point for producing incentive programs such as rewards and bonuses to intensify teachers' motivation.

1.1. Review of Significant Literature—

1.1.1. Transformational Leadership—

Transformational leadership significantly im-

pacts employee motivation, specifically among public elementary teachers. Transformational leaders, who display idealized influence, inspirational motivation, individualized consideration, and intellectual stimulation, inspire employees to perform beyond expectations by providing support and fostering a positive environment (Allen, 2018; Pasovska Miceski, 2018; Northouse, 2016). They create meaningful activities, instill a sense of purpose, and aim to transform team members into future leaders (Johansson, 2018). However, challenges arise if leaders fail to prioritize multiculturalism and equity (Berkovich, 2016; Lewis et al., 2017). Effective transformational leadership builds strong relationships, engages team members, and enhances organizational success (Bunaiyan McWilliams, 2018).

1.1.2. Teacher Motivation—Teacher motivation, crucial for achieving organizational goals, is influenced by various factors including working conditions, salary, and professional development opportunities (Sukmayuda, 2018; Napolitano, 2016). Poor motivation leads to absenteeism, high turnover, and professional misconduct (Moleni Ndalama, 2004). Intrinsic motivation, driven by personal goals, and extrinsic motivation, influenced by external rewards, both play essential roles (Brown, 2007). Effective motivation strategies include providing supportive work environments and acknowledging teachers' efforts (Knick William, 2008).

1.1.3. Domains of Teacher Motivation—Basic Needs: Teachers need a secure and conducive working environment to commit to their organization (Masri, 2017). Satisfaction of basic psychological needs predicts performance and well-being (Deci Ryan, 2011). Safety Needs: Ensuring a safe and healthy workplace is vital for productivity and well-being (Garcia-Herrero et al., 2012; Bratton Gold, 1999). Esteem Needs: Confidence, professional acceptance, and respect from others are crucial for self-actualization (Komninos, 2017). Achiev-

ing esteem leads to personal and professional contentment. The literature highlights the importance of transformational leadership in enhancing teacher motivation. Effective leaders who provide support and foster a positive work environment significantly boost teachers' performance and commitment to their organization.

1.2. Theoretical/Conceptual Framework—This study was anchored with the transformational leadership theory by Warrilow (2019); according to this theory, leadership may create positive change in the constituents when they take good care of themselves, including their interest and common goals in the organization. In this leadership style, employee motivation and organizational performance are being enhanced. Additionally, transformational leaders tend to engage their followers in such a way that they raise their level of motivation together to be manifested in the organization. As cited by Khanin (2016), transformational leaders' visions are driven by what leaders believe is beneficial to the organization; this is in contrast to servant leaders' visions, which seek to benefit organizational members. Additionally, this is supported by the statement of MasterClass (2022), which states that transformational leadership increases employees' motivation, passion for the work at hand, and ability to communicate common goals. This leadership style affects positive change and individually motivates team members to challenge the status quo. It also attempts to motivate higher performance levels through rewards and punishments. As shown in Figure 1, the study consists of two variables. The independent variable of the study in transformational leadership The measures of transformational leadership, according to Feldman (2012), are idealized influence behavior, which refers to the idea that followers will trust and respect the leaders; inspirational motivation, which refers to the leader's ability to inspire confidence, motivation and a sense of purpose; individualized consideration which con-
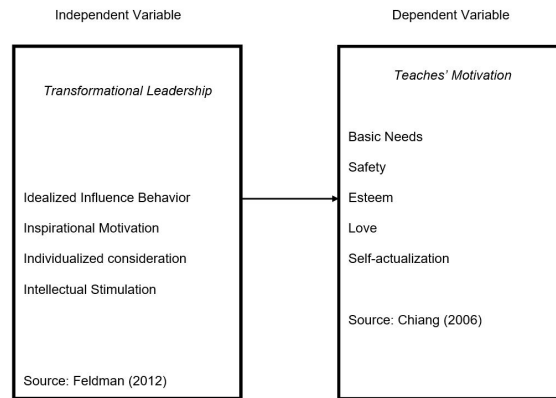
Fig. 1. The Conceptual Framework of the Study

stitutes developing followers through coaching and mentoring; intellectual stimulation which efforts to be innovative and creative by questioning assumptions, reframing problems, and approaching old situations.

Meanwhile, the dependent variable of the study is the teacher motivation, which consists of five indicators, namely: basic needs, which deals with the maintenance of the human body; safety, which is the need of an employee in terms of working conditions and security; esteem which encompasses confidence, strength, self-belief, social acceptance and respect from each other; love which includes both romantic relationship as well as ties to friends and family members; self-actualization is the final stage in the linear growth of an individual.

1.3. Statement of the Problem—The core purpose of this study was to determine the influence of transformational leadership on teachers' motivation in public elementary schools. Specifically, this study sought to answer the following questions:

(1) What is the extent of transformational leadership of the school heads in Davao Oriental in terms of:
    (1) idealized influence behavior;
    (2) inspirational motivation;
    (3) Individualized Consideration; and
    (4) intellectual stimulation?
(2) What is the extent of teacher's motivation in Davao Oriental in terms of:
    (1) basic needs;
    (2) safety;
    (3) esteem;
    (4) love; and
    (5) self-actualization?
(3) Is there a significant relationship between transformational leadership and teachers' motivation in Davao Oriental?
(4) Does transformational leadership significantly influence teachers' motivation in Davao Oriental?

1.4. Hypothesis—The following null hypotheses were tested at a 0.05 level of significance: H01 There is no significant relationship between transformational leadership and teachers' motivation in Davao Oriental. H02 Transformational leadership does not significantly influence teachers' motivation in Davao Oriental. Therefore, because of this identified problem condition, the researcher of this study found it essential to pursue this undertaking. The researcher wanted to determine the significant relationship between transformational leadership and the motivation of public elementary teachers. Additionally, the researcher hoped that the result of this research study would be substantial to the identified beneficiaries. This includes the Department of Education (DepEd), Elementary Teachers, School Heads, and future Researchers. The Department of Education. The DepEd would benefit from the study because this can be their point of reference to address the needs of the teachers in terms of motivation and to provide some programs related to transformational leadership intended for the school heads to increase the motivation of every public elementary teacher. Elementary Teachers. The study results would guide elementary teachers because they know what increases their motivation, giving them a perspective on how to be motivated and excel in the organization. School Heads. The study's results may help school heads improve their leadership style or become transformational leaders who tend to help the teachers in the institution improve their teaching prowess and be motivated to provide quality service for the learners every single day. Future Researchers. This would help them look for other factors that may influence the teachers' motivation and further select other respondents to measure transformational leadership's influence on teacher motivation.

2. Methodology

This chapter will outline the processes and steps involved in conducting the study. This will encompass selecting the study's design, identifying the respondents and the sampling method, choosing the research instruments for data collection, and delineating the data analysis process. The researcher employed artificial intelligence methods to proofread this work during its preparation meticulously. Artificial Intelligence (AI) enhanced the manuscript's quality, coherence, and precision. This methodology is being openly communicated to adhere to ethical norms in research. Leveraging AI for proofreading underscores a commitment to the responsible use of cutting-edge technologies and acknowledges AI's growing role and potential in professional and academic writing.

2.1. Research Design—Since the primary purpose of this research was to investigate whether there is any correlation between transformational leadership and teachers' motivation, the quantitative approach and descriptive method were employed in this undertaking. According to Cresswell (2012), the Quantitative approach is used if the researcher wants to identify a research problem based on the trends in the field or on the need to explain why something occurs. Additionally, describing a trend means that the research problem can be answered best by a study in which the researcher seeks to establish the overall tendency varies among people. The correlation method was used in this study since the researcher intends to investigate the correlation between the variables (Arikunto, 2007). Also, this method uses the statistical test to describe and measure the degree of association between variables. This opinion only

implies that the researcher in this study did not attempt to control or gaslight the variables as in the experiment. However, they relate two or more scores for each person using correlation statistics. This method was the best fit since the researcher wanted to determine the significant relationship and influence of transformational leadership on teachers' motivation in public elementary schools in Banaybanay District under the Division of Davao Oriental.

2.2. *Research Respondents*—The public elementary school teachers in Banaybanay District under the Division of Davao Oriental were the respondents of this study who answered the survey questionnaires. A total of 158 public elementary teachers responded to the survey questionnaires from the total population of 266 in the elementary schools. The researcher got a sample size 158 from the total population using the Raosoft Calculator. Purposive sampling was used in selecting each school because the researcher had selected first the available subjects who met the criteria, in this case, the schools in Banaybanay District. In addition, purposive sampling was used in this study because each teacher in the school was chosen and had an equal right to be selected in the sample (Cress-

well, 2003). Thus, the following criteria were set to achieve homogeneity: each respondent was a full-time public elementary school teacher who had served at least five years. Those who have rendered less than five years in their respective school and those who do not have teaching loads or non-teaching personnel were not included in the participation of this undertaking.

2.3. *Research Instrument*—The researcher of this study used two sets of questionnaires to collect data from the target respondents. The questionnaires were adapted and modified to suit the environment where the study was to be conducted. The panel of experts validated the content of the questionnaires. In addition, these survey questionnaires underwent pilot testing for reliability purposes. The researcher of this study used Feldman's (2012) first adapted questionnaire for transformational leadership with its indicators, namely idealized influence behavior and attributed, inspirational motivation, individualized consideration, and intellectual stimulation. Transformational leadership was measured as the study's independent variable through its indicators. The scale below was the basis of the study's quantification.

Range of Mean	Descriptive Level	Interpretation
4.20 - 5.00	Very Extensive	The transformational leadership is always manifested.
3.40 - 4.19	Extensive	The transformational leadership is oftentimes manifested.
2.60 - 3.39	Moderately Extensive	The transformational leadership is sometimes manifested.
1.80 - 2.59	Less Extensive	The transformational leadership is rarely manifested.
1.00 - 1.79	Not Extensive	The transformational leadership is never manifested.

The researcher used the last questionnaire, Chiang (2006), for the dependent variable, teacher motivation. This questionnaire has five indicators: basic needs, safety, esteem, love, and self-actualization. The mean scores were computed and analyzed using the following scale to determine the teachers' motivation level.

6

Table 1. Range of Mean, Descriptive Level, and Interpretation

Range of Mean	Descriptive Level	Interpretation
4.20 - 5.00	Very Extensive	The teacher motivation is always observed.
3.40 - 4.19	Extensive	The teacher motivation is oftentimes observed.
2.60 - 3.39	Moderately Extensive	The teacher motivation is sometimes observed.
1.80 - 2.59	Less Extensive	The teacher motivation is rarely observed.
1.00 - 1.79	Not Extensive	The teacher's motivation is never observed.

2.4. Data Gathering Procedure—After validating the research questionnaires, the researcher underwent the following steps in conducting the study. Permission to Conduct the Study. The researcher secured permission to conduct the study. The permission letters endorsed by the principals of the selected public schools in Banaybanay District, Davao Oriental, were attached. Distribution and Retrieval of the Questionnaire. After the study was approved, the researcher distributed the instrument to the respondents. In the distribution process, the researcher discussed how to answer the survey questionnaires and explained to the respondents the benefits of the study, which would be the basis for improving their motivation. To administer the questionnaires, the researcher conducted a face-to-face interaction with the respondents to ensure they complied with the health protocol since the COVID-19 pandemic is over. Further, the researcher required the respondents to wear face masks and observe physical distancing. Furthermore, the study's respondents were informed that they could withdraw participation when they felt violated or discriminated against during the questionnaire administration. Also, the researcher provided a token for the teachers as a sign of his great appreciation for their participation in this study. The teachers were given time to answer the survey questionnaires, and after that, the researcher retrieved the questionnaires, and the data collected were subjected to quantitative analysis. Collation and Statistical Treatment of Data. After retrieving the survey questionnaires, each respondent's scores were tallied to organize the data per indicator. After this, each score was subjected to descriptive and inferential analysis using SPSS.

2.5. Ethical Considerations—Informed Consent. This research involved human participants; hence, ethical clearance was obtained. Approval was sought before the commencement of data gathering. In order to conduct the study ethically, the researcher sought permission from the school heads before conducting the study. After granting the permission to conduct the study, survey questionnaires were administered. The respondents quickly understood the research questionnaires in the defined technical terms. Also, it was stated that the respondents would understand the importance of the study and the benefits they got from it, how it would be carried out, and how they could participate. Negotiations and arrangements were made to ensure that there was no coercion in acquiring the consent and participation of the respondents. The informed consent form was part of the data-gathering procedure that allowed the respondents to decide whether or not they participated. This informed consent form (ICF) highlighted the core of the study, its procedures, the potential risks, discomforts, or even the benefits of the study that respondents would get from it and in society. Furthermore, the informed consent form explained the data privacy and confidentiality, the rights of the respondents to withdraw from the research, and the reimbursement and compensation of the participants. Vul-

nerability of Research Participants. This study needed the active involvement of the respondents from the recruitment to the dissemination phase, and their willingness to participate was a big help. The respondents ' willingness has been considered since the study discussed transformational leadership and teacher motivation in the organization. Additionally, the respondents were informed that they were allowed to withdraw their participation in the undertaking when they felt discomfort during the data gathering. Privacy and Confidentiality. This study observed the value of secrecy and confidentiality. The respondents were protected, especially their identity and the disclosure of their names. The researcher ensured that the data or information given by the participants was correctly stored in compliance with the Data Privacy Act of 2012. Risk, Benefits, and Safety. In administering the survey questionnaires, the researcher fully disclosed to the respondents the nature of their participation and thoroughly and correctly explained the purpose and benefits of the study, as well as the confidentiality of their responses as stated in the survey questionnaire. Without restrictions, the respondents could ask questions related to the study. Further, the researcher ensured that the respondents were not subjected to harm in any way whatsoever. Moreover, the questionnaire used in this study did not contain any degrading or unacceptable statements offensive to the study's respondents. Likewise, this study was designed purely to collect academic information related to the study, and they were not asked for personal information. To minimize inconvenience, the researcher ensured that the respondents were given ample time to answer the survey questionnaire. The respondents were given the freedom not to answer questions that made them feel any psychological and emotional distress, and they would be free to withdraw as respondents to the study. The researcher valued their participation and placed their welfare as the highest prior-

ity during the study. Justice. The researcher treated the study respondents equally regardless of age, sex, and position in the institution. Since the study respondents were teachers, they were considered potential respondents who received the same approach. The respondents received a token from the researcher expressing their gratitude for making the undertaking possible because these respondents served as a significant element in the study. The token, a planner, and a pen were given to compensate for their expenses, especially since they had spent time answering the survey questionnaires. Transparency. In this study, the researcher executed the beauty of transparency with his target respondents. There was a comprehensive discussion and constant communication between the researcher and respondents about the study's results to ensure they were correct and reliable. It is pertinent that the researcher disclosed the intention of the research, including the possible risks that may affect the respondents, such as conflict of interest (COI), and they were informed that any agency did not fund the study and that only the researcher shouldered the expenses of this study. Qualifications of the Researcher. The quantitative design is not so new to the researcher; however, his willingness to learn more about the research design helped him accomplish the study with the help of his thesis adviser, who was also an expert in this design. In addition, the researcher also gained knowledge from the panel of experts who gave substantial comments and suggestions for improving the study, especially on the research findings. Also, the researcher asked for help from his peers or colleagues in the academe who were proficient and had a better understanding of quantitative design to gather the needed data for the intended purpose properly. Experts were also tapped to guide him in making a correct and well-substantiated research finding. Adequacy of Facilities. The researcher of this study needed to ensure the facilities needed for the

conduct of the study, which included the library and internet resources for further readings that were related to the study that helped the researcher to strengthen the result of the study through references and the support of the theory. The researcher ensured that the survey questionnaires were ready for the administration to collect the data from the respondents. Lastly, the researcher identified a panel of experts and statisticians to help him conduct the study and interpret the results. Community Involvement. The results of this undertaking were shared with the whole community, especially in the academic institutions, since the primary beneficiaries of this study were the public elementary teachers. All activities were subjected to the permission of the DepEd superintendent, principals, and teachers. The researcher was highly committed to sharing the investigation results with academic institutions and other stakeholders or beneficiaries and getting them involved in whatever the investigation results are through local and international research presentations. Moreover, community engagement was accorded primarily in making decisions about the research agenda, appropriate methods to apply in the content, and use of the results or findings. Lastly, suppose there was a dissemination of the result. In that case, the researcher may have the chance to inform the community and even future researchers about the factors that significantly influence the level of motivation among public elementary teachers.

2.6. Data Analysis—The researcher used the following statistical tools to process the gathered data: Mean. This was used to determine the level of transformational leadership and teacher motivation. Pearson Product Moment Correlation. This was used to determine the significant relationship between transformational leadership and teacher motivation. Multiple Regression. This was used to determine the significant influence of transformational leadership on teacher motivation.

3. Results and Discussion

This chapter presents the results engendered from the data gathered. It was sequenced based on the study's objectives, as presented in the first chapter. Thus, it presents the extent of transformational leadership and motivation of elementary school teachers, the significant relationship among the variables, and the influence of transformational leadership on the motivation of elementary school teachers in Banaybanay District, Davao Oriental.

3.1. Transformational Leadership of Elementary School Heads in Banaybanay District, Davao Oriental—

3.1.1. They idealized Influence Behavior—Table 1 shows the data on the extent of transformational leadership in terms of idealized influence behavior. This indicator obtained an overall mean rating of 4.43, which was described as extensive and interpreted as always manifested among respondents. Additionally, the mean ratings of the different items range from 4.42 to 4.44. The item, displaying a sense of power and confidence, has a mean score of 4.42, which is described as very extensive and interpreted as always manifested. The item, going beyond self-interest for the good of the group, obtained a mean score of 4.44, which is described as very extensive and interpreted as always manifested among elementary school teachers in Banaybanay District in Davao Oriental. Further, the study's findings support the investigation conducted by Ongola (2017), which revealed that idealized leadership, at its core, represents the highest levels of moral reasoning and perspective-taking capacity. These leaders are willing to sacrifice their gain for the good

of their work group and organization. They set high standards for work conduct and are a role model for those standards. They build trust in people because those who work for them know they are working toward the common good, and their sacrifices are evidence of their consistency in their actions and values.

Table 1. The Extent of Transformational Leadership in Terms of Idealized Influence Behavior

Indicators	Equivalent Mean Rating	Descriptive
Instilling pride in me for being associated with him/her	4.45	Very Extensive
Going beyond self-interest for the good of the group	4.44	Very Extensive
Acting in ways that build my respect	4.43	Very Extensive
Displaying a sense of power and confidence	4.45	Very Extensive
Providing complete trust	4.42	Very Extensive
Overall Mean	4.43	Very Extensive

Furthermore, Ogola (2017) cited that idealized influence behavior must be manifested by leaders showing different characteristics. In addition, leaders with idealized influence behavior serve as role models who make a substantial effort to influence other employees to work together to achieve the organization's common goal (Ogola, 2017).

3.1.2. Inspirational Motivation—Table 2 shows the data on the extent of transformational leadership in terms of inspirational motivation. This indicator under transformational leadership obtained an overall mean score of 4.49, labeled as very extensive, and interpreted as always manifested among elementary school teachers in Banaybanay District in Davao Oriental. Looking at the means from the different items range from 4.55 to 4.46. Notably, the item articulates a compelling vision of the future and has a mean score of 4.55, described as very extensive and interpreted as always manifested. In addition, the item talks enthusiastically about what needs to be accomplished, obtaining a mean score of 4.46, described as very extensive and interpreted as always manifested.

Table 2. The extent of Transformational Leadership in terms of Inspirational Motivation

Indicators	Mean Rating	Descriptive Equivalent
Talk optimistically about the future.	4.45	Very Extensive
Talk enthusiastically about what needs to be accomplished.	4.46	Very Extensive
Articulates a compelling vision of the future.	4.53	Very Extensive
Expresses confidence that goals will be achieved.	4.55	Very Extensive
Overall Mean	4.49	Very Extensive

The result confirms the proposition of Ngaithe (2016), which has shown that inspirational motivation arises from using both practical and communicative influence styles. This behavior articulates the importance of leaders communicating high expectations to employees, inspiring and motivating them by providing meaning and challenge so that they can develop a shared vision in organizations. Inspirational managers align individual and organizational objectives, thus making achieving organizational objectives an attractive means of achieving personal objectives. It was stated that extrinsic motivation results from outside factors, such as the need to pass an exam, the hope of financial reward, or the possibility of future travel. Extrinsic motivation derives from the influence of some external incentive, distinct from the wish to learn for its own sake or interest in a task. Many sources of extrinsic motivation are inaccessible to the influence of the teacher: for example, the desire of students to please some other authority figures such as parents, their wish to succeed in an internal exam, or peer group influences. However, teacher action certainly affects other sources (Harner (2007). The study's findings also support the proposition of Mark (2015), which revealed that teachers' motivation was affected by factors such as poor working conditions, low salary or pay, unfavorable policies on education, delays in pro-motions, and the community's negative perception towards teaching. Based on the findings, the study recommends that the government improve teachers' compensation, pay, and working conditions. The study also suggested that the government review policies on secondary education by making teachers participate and have a say in matters regarding the management and delivery of secondary education, including teachers' personal development.

3.1.3.   Individualized Consideration—Table 3 shows the data on the extent of transformational leadership in individualized consideration. This third domain under transformational leadership garnered an overall mean score of 4.43, described as extensive and interpreted as always manifested among elementary school teachers in Banaybanay District in Davao Oriental. It can be manifested that the mean scores of the different items ranged from 4.45 to 4.43. The item, which considers me as having different needs, abilities, and aspirations from others, has a mean score of 4.45, described as very extensive and interpreted as always manifested. Whereas the item treats me as an individual rather than just a member of the group, got a mean score of 4.43, labeled as very extensive and interpreted as always manifested among elementary school teachers in Banaybanay District, Davao Oriental.

Table 3. The extent of Transformational Leadership in terms of Individualized Consideration

Indicators	Mean Rating	Descriptive Equivalent
Spends time teaching and coaching	4.47	Very Extensive
Treats me as an individual rather than just a member of the group	4.43	Very Extensive
Considers me as having different needs, abilities, and aspirations from others	4.40	Very Extensive
Helps me to develop my strengths	4.45	Very Extensive
Overall Mean	4.43	Very Extensive

The result conforms to the study of Chebon (2019), which cited that individualized consideration constitutes developing followers through coaching, mentoring, and teaching as the central indicator of the factor. Individualized consideration is the first factor of transformational leadership style. The individualized consideration leader demonstrates high concern for their followers, treats them as individuals, gets to know well about them, and listens to their concerns and ideas. Additionally, the leader achieves individualized consideration when he or she mentors and guides the followers to enhance their organizational skills. Additionally, leaders are willing to listen to the problems and concerns of their followers, including those of their professional and personal lives. When a leader manifests individualized consideration, they are fully aware of the talents and skills of each follower and support them and develop them to maximize their full potential (Towler, 2019). Moreover, individualized consideration entails developing followers through coaching; mentoring and teaching are the central indicators of the factor. Additionally, it is the first factor of the transformational leadership style. The individualized consideration leader demonstrates high concern for their followers, treats them as individuals, gets to know them well, and listens to their concerns and ideas. This approach to leadership deals with fundamental transformational leadership behaviors of treating individuals as essential contributors to the organization (Hoffman Frost, 2006).

3.1.4. Intellectual Stimulation—Table 4 shows the data on the extent of transformational leadership regarding intellectual stimulation. This last domain of transformational leadership obtained a category mean score of 4.44, which is described as very extensive and interpreted as always manifested. It can be shown that the mean ratings of the different items range from 4.50 to 4.43. As reflected, the item gets me to look at problems from many different angles and has a mean score of 4.50, described as very extensive and interpreted as always manifested. On the other hand, the item that seeks differing perspectives when solving problems has a mean score of 4.43, which is described as very extensive and interpreted as always manifested among elementary school teachers in Banaybanay District in Davao Oriental. The result of the study confirms the investigation conducted by Agyemang (2017), which cited that intellectual stimulation is the frequency with which leaders encourage employees to be innovative in problem-solving and solutions. Intellectual stimulation is the ability of the leader to inspire followers to think out of the box when solving problems, resulting in creativity and innovation. Leaders kindle their followers' efforts to be innovative and creative by questioning assumptions, reframing problems, and approaching old situations in new ways.

Table 4. The Extent of Transformational Leadership in terms of Intellectual Stimulation

Statements	Mean Rating	Descriptive Equivalent
Re-examines critical assumptions to question whether they are appropriate	4.42	Very Extensive
Seeks differing perspective when solving problems.	4.43	Very Extensive
Gets me to look at problems from many different angles.	4.41	Very Extensive
Suggests new ways of looking at how to complete assignments.	4.50	Very Extensive
Overall Mean	4.44	Very Extensive

Transformational leaders with intellectual stimulation implore their followers' opinions and artistic resolutions to some dilemmas, including the followers solving their problems, thereby including followers in problem-solving. It has been described that an intellectually thought-provoking leader can assert, grasp, and articulate to their constituents about the opportunities and threats experienced by the organization, considering its strengths, weaknesses, and

advantages. (Linge, 2017). The results in Table 5 summarize the extent of transformational leadership among elementary school teachers in Banaybanay District, Davao Oriental. The overall mean score on transformational leadership is 4.44, which is described as extensive and interpreted as always manifested among elementary school teachers in Banaybanay District, Davao Oriental.

Table 5. Summary on the Extent of Transformational Leadership of Elementary School Heads Banaybanay District, Davao Oriental

Indicators	Mean Rating	Descriptive Equivalent
Idealized Influence Behavior	4.43	Very Extensive
Inspirational Behavior	4.49	Very Extensive
Individualized Consideration	4.43	Very Extensive
Intellectual Stimulation	3.44	Very Extensive
Overall Mean	4.44	Very Extensive

Further, the study's results support the findings of Pasovska and Miceski (2018), who concluded that transformational leadership is a process in which leaders undertake activities to raise awareness among their supporters of what is proper and essential to raising their motivational maturity to move beyond their interests for the benefit of the group, organization, or society. Furthermore, such leaders provide a sense of goal for their supporters, a goal that is beyond the simple exchange of rewards for the effort. Furthermore, some researchers found out from their investigation that transformational leaders who inspire and motivate their employees to perform excellently at their workplace are the kind of leaders who want to make change happen in the organization. Also, transformational leaders are considered motivators who want to transform their team members into someone who excels in different aspects and can contribute better to the organization and become leaders as well in the future (Johansson, 2018).

3.2. *Motivation of Elementary Teachers In Banaybanay District, Davao Oriental—*

3.2.1. *Basic Needs—*Table 6 shows the data on teachers' motivation regarding basic needs. This domain under motivation has an overall mean score of 4.32, described as very extensive, and interpreted as always observed among elementary school teachers in Banaybanay District, Davao Oriental. As shown in the table, the mean ratings of the different items range from 4.36 to 4.29. The item, satisfied with the lunch break, rest breaks, and leaves provided by the organization, has a mean score of 4.36, described as very extensive and interpreted as always observed. Also, financial incentives motivated me more than non-financial incentives, which got a mean score of 4.29, described as very extensive. This is interpreted as always observed among elementary teachers in Banaybanay District in Davao Oriental. The study's results support the study of Aswathappa et al. (2009), which suggested that the employees'

13

lowest need, physiology, is highly shown by the need for salary and wages and the primary conditions of the work environment.

Table 6. The Extent of Teachers Motivation in Terms of Basic Needs

Indicators	Mean Rating	Descriptive Equivalent
The salary increments given to employees who do their jobs well is motivating me	4.46	Very Extensive
Financial incentives are motivating me more than non-financial incentives.	4.29	Very Extensive
Being satisfied with the salary I have at present.	4.15	Extensive
Being satisfied with the lunch break, rest breaks and leaves provided by the organization.	4.36	Very Extensive
Overall Mean	4.31	Very Extensive

In his study on employees' basic needs, Stum (2001) comments that they begin with security and guarantee, followed by remuneration, relationships, career development, and finally, a harmonious life.

3.2.2. Safety—Table 7 shows data on the extent of teachers' motivation in terms of safety. This second domain obtained the overall mean score of 4.38, described as very extensive and interpreted as always observed among elementary school teachers in Banaybanay District in Davao Oriental. It can be manifested that the mean scores of the different items range from 4.30 to 4.51. Adding on an item, the medical benefits provided in the organization are satisfactory and have a mean score of 4.30, which is described as very extensive and interpreted as always observed. On the other hand, the item, the employees in the organization feel secure in their job, obtained a mean score of 4.51, labeled as very extensive and interpreted as always observed. The study's findings confirm the Zheng (2016) investigation, which found that practically everything seems less important than safety.

Table 7. The Extent of Teachers' Motivation in Terms of Safety

Indicators	Mean Rating	Descriptive Equivalent
Good physical working conditions are provided in the organization	4.36	Very Extensive
The employees in the organization feel secured in their job	4.51	Very Extensive
The retirement benefits available are sufficient	4.38	Very Extensive
The medical benefits provided in the organization are satisfactory	4.30	Very Extensive
Overall Mean	4.38	Very Extensive

Sometimes, the physiological needs that are being satisfied are underestimated. A man may be characterized as living almost for safety alone. Thus, safety needs are more fundamental than physiological needs. Safety needs are personal security, financial security, and health and well-being, which are more fundamental than physiological needs. In order to maintain a safe and healthy workplace, workers and supervisors must be taught to keep a health and safety mindset. Such mindedness does not always accompany the acquisition of skills or knowledge in equipment operation. For example, most people learn how to drive an automobile with relatively little difficulty. An attitude of maturity is, however, necessary. Also, even the employers are required to design and maintain safe and healthy systems of work, the concomitant duty of the employee is to behave in a manner that safeguards his or her health and that of his/her co-workers (Bratton Gold, 1999).

3.2.3. Esteem—As shown in Table 8, the extent of teachers' motivation in terms of esteem has an overall mean score of 4.39, which is described as very extensive and interpreted as always observed among elementary school teachers in Banaybanay District, Davao Oriental. The mean ratings from the different items range from 4.41 to 4.31. As revealed, the item, I am satisfied with my responsibility and role in my work, has a mean score of 4.41, described as extensive and interpreted as always observed.

Table 8. The Extent of Teachers Motivation in Terms of Esteem

Indicators	Mean Rating	Descriptive Equivalent
Visibility with top management is important to me.	4.46	Very Extensive
I feel that my superior always recognizes the work I have done.	4.31	Very High
I feel that the job I do gives me a good status.	4.40	Very High
I am satisfied with the responsibility and role that I have in my work.	4.41	Very High
Overall Mean	4.38	Very High

Additionally, the item I feel that my superior always recognizes the work I have done has a mean score of 4.31, described as very extensive and interpreted as always observed among elementary school teachers in Banaybanay District, Davao Oriental. The study's results support Robinson's (2019) claim that organizational self-esteem fosters job satisfaction, company loyalty, higher motivation, job performance, and lower turnover. If you are an employee who feels good about yourself, you can focus better, need less time off, and have better interpersonal relationships with coworkers, thereby creating healthy group morale. It was cited in the article that even though self-esteem is posited as low, it has not been classified as a mental sickness. Still, there were flawless relations between the way individuals feel about themselves and themselves and the overall mental aspect and emotional well-being. Moreover, it was suggested that motivation must be achieved by someone who has low self-esteem. It is either intrinsic or extrinsic motivation, which serves as their outline to rebuild their confidence and maximize their full potential (Gold, 2016).

3.2.4. Love—Consequently, this domain of teacher motivation, shown in Table 9, has an overall mean score of 4.48, described as very extensive and interpreted as always observed among elementary school teachers in Banaybanay District in Davao Oriental. It can be

shown that the mean ratings in the different items range from 4.45 to 4.44. The item, I feel more motivated while participating in activities done has a mean score of 4.45, described as very extensive and interpreted as always observed. In contrast, item I is satisfied with the support from the HR department, which has a mean score of 4.44, which is described as very extensive and interpreted as always observed. The study's results aligned with those of Cherry's (2019) study, which suggested that in order to avoid problems such as loneliness, depression, and anxiety, it is essential for people to feel loved and accepted by other people. Personal relationships with friends, family, and lovers play an essential role, as does involvement in other groups, including religious groups, sports teams, book clubs, and other group activities.

Table 9. The Extent of Teachers Motivation in terms of Love

Indicators	Mean Rating	Descriptive Equivalent
1. The quality of relationship in our workgroup is important to me.	4.50	Very Extensive
2. I am satisfied with the support from the HR department.	4.44	Very Extensive
3. In this organization there is a fair amount of team spirit.	4.53	Very Extensive
4. I feel more motivated while participating in activities done.	4.45	Very Extensive
Overall Mean	4.48	Very Extensive

Furthermore, to escape from problems such as isolation, hopelessness, stress, and anxiety, it is vital that people feel loved and truly accepted by their family and friends, regardless of their characteristics. Every educational leader's role is to ensure that employees feel valued and loved in the organization because it helps them motivate themselves to perform well with their responsibilities (Cherry, 2019).

3.2.5. Self-Actualization—Table 10 shows data on teachers' motivation in terms of self-actualization. Accordingly, the domain of self-actualization shown in Table 12 is described as very extensive with a category mean score of 4.44 and interpreted as always observed among elementary school teachers in Banaybanay District, Davao Oriental. The mean ratings of the different items range from 4.39 to 4.50. The most important item to me is realizing my ultimate personal potential, which has a mean score of 4.39, which is described as very extensive and interpreted as always observed. Whereas the item, I make job-related decisions with a minimum of Supervision obtained a mean score of 4.50, which was described as very extensive and interpreted as always observed among elementary school teachers in Banaybanay District, Davao Oriental.

The result of the study is congruent with the study of Kelleher (2015), who stated that self-actualization translates to maximizing one's true potential. Employees want to be the best at what they do, and the manager's job is to help them realize that. With self-actualization, employees feel trusted and empowered — in control of their jobs and futures. A key aspect of self-actualization is ensuring that employees are only put in positions for which they are ca-

Table 10. The Extent of Teachers Motivation in terms of Self-Actualization

Indicators	Mean Rating	Descriptive Equivalent
I want to be the best at my job	4.48	Very Extensive
I make job-related decisions with a minimum of supervision.	4.50	Very Extensive
I find opportunities for advancement in this organization.	4.40	Very Extensive
The most important thing to me is realizing my ultimate personal potential.	4.39	Very Extensive
Overall Mean	4.44	Very Extensive

pable. Employees should feel challenged, but you do not want them to be over their heads. Ultimately, this erodes engagement as employees begin to doubt themselves.

Table 11. Summary on the Extent of Motivation of Elementary School Teachers Banaybanay District, Davao Oriental

Indicators	Mean Rating	Descriptive Equivalent
Basic Needs	4.31	Very Extensive
Safety	4.38	Very Extensive
Esteem	4.39	Very Extensive
Love	4.48	Very Extensive
Self-Actualization	4.44	Very Extensive
Overall Mean	4.40	Very Extensive

Overall, the results in Table 11 reflect the summary of the extent of teachers' motivation of the elementary school teachers in Banaybanay District, Davao Oriental. The overall mean score of teacher's motivations is 4.40, which is very extensive. This means that the motivation of elementary teachers in Banaybanay District in Davao Oriental is always observed. As reflected in the table, love, as one of the indicators of teacher motivation, got the highest mean score of 4.48, which is described as very extensive and interpreted as always observed. The indicator follows this: the self-actualization with a mean score of 4.44 described as very extensive and interpreted as always observed. Moreover, the esteem domain got the mean score of 4.39, which is described as very extensive and interpreted as always observed. The safety indicator got a mean score of 4.38, which was described as very extensive and interpreted as always observed. The indicator basic needs got the lowest mean score of 4.31, which is labeled as very extensive and interpreted as always observed among elementary school teachers in Banaybanay District, Davao Oriental. The study's results support Rafi's (2018) study, which revealed that when employees are not given a chance to reveal their full potential, their motivation levels plummet. They start indulging in aimless activities to waste time. Allow your employees to leave their comfort zones (Rafi, 2018). It has been portrayed that school leaders should motivate employees to stay in an organization by providing a supportive working environment. In a school setting, Feedback: Reward informs you whether the behavior worked

and should be used again. Managers should consider teachers' intrinsic and extrinsic motivation to retain them (Knick William, 2008).

3.3. Relationship Between Transformational Leadership And Motivation of Elementary Teachers In Banaybanay District,Davao Oriental—The results of the analysis of the relationship between transformational leadership and the motivation of elementary school teachers in Banaybanay District in Davao Oriental are reflected in Table 12. Pearson Product Moment Correlation was used to determine the relationship among variables. Notably, it shows in the table that the transformational leadership of the school heads has a significant positive relationship with the motivation of elementary school teachers in Banaybanay District, Davao Oriental, with a probability value of .000, less than the significance level of 0.05. This implies that in every unit in the transformational leadership of the school, heads increased, and there is a corresponding unit in which the motivation of the elementary teachers increased.

Table 12. Relationship Between Transformational Leadership and Motivation of Elementary Teachers in Banaybanay District, Davao Oriental

Transformational Leadership	r-value	p-value	Teacher's Motivation Interpretation	Decision
Idealized Influence Behavior	0.665*	.000	Significant	Reject H0
Inspirational Motivation	0.643*	.000	Significant	Reject H0
Individualized Consideration	0.721*	.000	Significant	Reject H0
Intellectual Stimulation	0.745*	.000	Significant	Reject H0
Overall	0.608*	0.000	Significant	Reject H0

Significant @ p¡0.05

Further, the table also shows that the school heads' transformational leadership in terms of idealized influence behavior, inspirational motivation, individualized consideration, and intellectual stimulation is significantly correlated with motivation among elementary school teachers in Banaybanay District, Davao Oriental, as manifested by the correlation coefficient values of 0.665, 0.643, 0.721, and 0.745. This proceeds to reject the null hypothesis, which states that no significant relationship exists between transformational leadership and motivation among elementary school teachers in Banaybanay District, Davao Oriental. The study's findings support the investigation conducted by MasterClass (2022), which stated that transformational leadership increases the motivation of the employees, passion for the work at hand, and the ability to communicate common goals. Additionally, this leadership style affects positive change and individually motivates team members to challenge the status quo. Also, it attempts to motivate higher performance levels through a series of rewards and punishments.

3.4. Domains of Transformational Leadership that Significantly Influence the Motivation of Elementary Teachers in Banaybanay District, Davao Oriental—The significance of the influence of transformational leadership on the motivation of the elementary school teachers in Banaybanay District, Davao Oriental, was analyzed using multiple regression analysis. Reflected in Table 13, shows that transformational leadership is considered a predictor of motiva-

18

tion of the elementary school teachers in Banaybanay District, Davao Oriental, the model significant as evident in the F-value of 54.80 with p¡0.05. It is indeed stated that transformational leadership predicts the motivation of elementary school teachers in Banaybanay District, Davao Oriental.

Table 13. Domains of Transformational Leadership that Significantly Influence the Motivation of Elementary Teachers in Banaybanay District, Davao Oriental

Psychological Empowerment Work Performance					
	B	Beta	S.E.	p-value	Decision
Idealized Influence Behavior	.381*	.238	.079	.000	Reject H0
Inspirational Motivation	.138*	.154	.065	.000	Reject H0
Individualized Consideration	.145	.134	.063	.000	Reject H0
Intellectual Stimulation	.335*	.236	.053	.000	Reject H0
R^2	= 0.439				
F-value	= 54.80**				
p-value	= 0.000				

Moreover, the computed adjusted R squared value of 0.548 indicates that transformational leadership has contributed significantly to the elementary school teachers' motivation variability in Banaybanay District, Davao Oriental, by 54.80 Additionally, the table shows that transformational leadership domains significantly influence elementary school teachers' motivation in Banaybanay District, Davao Oriental. This table also indicates that transformational leadership in idealized influence behavior, inspirational motivation, individualized consideration, and influence stimulation are significant predictors of elementary school teachers in Banaybanay District, Davao Oriental. This implies that the extent of transformational leadership of the elementary school teachers increases by 0.381, 0.138, 0.155, and 0.335 for each unit increase in transformational leadership of elementary school teachers in Banaybanay District in Davao Oriental. Therefore, it leads the researcher to reject the null hypothesis, which states that there are domains in transformational leadership that significantly influence the motivation of elementary school teachers in Banaybanay District, Davao Oriental.

4. Conclusions and Recommendations

This part of the paper presents the researcher's conclusions and recommendations. The literature supported the discussions in the first chapters, and the conclusions were based on the statements of the problem presented in this study.

4.1. Summary and Findings—The primary goal of this study was to assess which domains of transformational leadership significantly influence the motivation of elementary school teachers using a non-experimental quantitative design using a descriptive-predictive technique. The researcher selected 158 public elementary school teachers under Banaybanay District in Davao Oriental using the Raosoft calculator as respondents of this undertaking through a stratified random sampling method. In data collection, the researcher utilized adapted and mod-

ified survey questionnaires that underwent pilot testing to ensure the reliability and internal consistency of the items and were validated by expert validators. Based on the results, the summary of the findings was the following: The extent of the school head's transformational leadership in Banaybanay District, Davao Oriental, has an overall mean score of 4.44, which is described as very extensive and interpreted as always manifested. Transformational leadership in terms of idealized influence behavior, inspirational motivation, individualized consideration, and intellectual stimulation obtained mean scores of 4.43, 4.49, 4.43, and 4.44, respectively. The extent of motivation of elementary school teachers in Banaybanay District in Davao Oriental has an overall mean score of 4.40, which was described as very extensive and interpreted as always observed. The motivation of elementary teachers in terms of basic needs, safety, esteem, love, and self-actualization obtained a mean score of 4.31, 4.38, 4.39, 4.48, and 4.44, respectively. The result of the study showed that transformational leadership of the school heads has a significant positive relationship with the motivation of elementary school teachers in Banaybanay District, Davao Oriental, with a p-value of .000, which was less than 0.05 level of significance. This leads the researcher to reject the null hypothesis, which stated that there is no significant relationship between transformational leadership and the motivation of elementary school teachers in Banaybanay District, Davao Oriental. Overall, transformational leadership significantly influences the motivation of elementary school teachers in Banaybanay District in Davao Oriental, as evidenced by the F-value of 54.80 and p¡0.05. The r squared of 0.439 indicated that transformational leadership had contributed significantly to elementary school teachers' motivation variability in Banaybanay, Davao Oriental, by 43.90 percent of the total variability. Furthermore, transformational leadership in terms of ideal-

ized influence behavior, inspirational motivation, individualized consideration, and intellectual stimulation were found to be significant predictors of motivation of elementary school teachers in Banaybanay District in Davao Oriental as indicated on the regression coefficient values of 0.381, 0.138, 0.145 and 0.335, respectively.

4.2. Conclusions—Based on the findings of the study, several conclusions were generated:

The transformational leadership of the school heads in Banaybanay District, Davao Oriental, was rated very extensive. Transformational Leadership in idealized influence behavior, inspirational motivation, individualized consideration, and intellectual stimulation were rated as extensive and interpreted as always observed. This implies that the school heads in Banaybanay District in Davao Oriental. These findings suggest that the school heads in Banaybanay District in Davao Oriental display a sense of power and confidence among teachers and spend time teaching and coaching while treating the teachers as individuals rather than just group members. The motivation of the elementary school teachers in Banaybanay District in Davao Oriental was rated as very high. Teacher's motivation regarding basic needs, safety, esteem, love, and self-actualization was also rated as very extensive and interpreted as always observed among elementary teachers. This manifests that the elementary school teachers in Banaybanay District in Davao Oriental were satisfied with the roles and responsibilities that they have in the school. Additionally, they were satisfied with the salary they have at present, and they are more motivated by financial incentives than non-financial incentives. The results revealed that transformational leadership has a significant positive relationship with the motivation of elementary school teachers in Banaybanay District, Davao Oriental. This implies that as

the extent of the school heads' transformational leadership changes, the motivation of the elementary school teachers in Banaybanay District, Davao Oriental, always significantly changes. Transformational Leadership in terms of idealized influence behavior, inspirational motivation, individualized consideration, and intellectual stimulation significantly influenced the motivation of the elementary school teachers in Banaybanay District, Davao Oriental. This leads to the rejection of the null hypothesis, which states that no domains in transformational leadership significantly influence elementary school teachers' motivation in Banaybanay District in Davao Oriental.

4.3. Recommendations—Based on the findings and conclusions, the following recommendations were put forward to those concerned: The school heads of Banaybanay District in Davao Oriental may continue to empower their transformational leadership by transforming the teachers to hone their skills and talents, especially in developing their teaching prowess to improve the school performance and achievement and for the betterment of the learners. Further, it may be recommended that these school heads continue to display a sense of power and confidence while providing complete trust among teachers. Furthermore, transformational leadership could be manifested in the organization when the leaders continue to spend time teaching and coaching the teachers and helping them develop their strengths. On the one hand, it may be recommended that elementary school teachers sustain their motivation with their duties and responsibilities as catalysts of change in order to produce well-rounded individuals. As part of this, the Department of Education ensures that teachers receive benefits to increase their interest in teaching so that they may feel secure and safe in the organization where their efforts and sacrifices are recognized and valued. Moreover, it may be recommended that good physical conditions are provided so that the employees in the organization feel secure in their jobs. Moreover, transformational leadership only contributes 54.80 percent of elementary school teachers' total motivation variability in Banaybanay District, Davao Oriental. Therefore, the researcher may recommend that other researchers conduct a study using other variables that can predict teacher motivation, which could be conducted in a larger context.

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