

Transformative Leadership: Teachers' Stories On Principals' Professional Growth Support

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Abstract. In the field of education, transformational leadership has become a prominent framework that provides a path for advancement and growth. This research explores the impact of transformative school leadership on teachers' professional development and looks at how it affects the school environment, teacher empowerment, and professional development paths. The study employs qualitative research methods to investigate the experiences of ten elementary school teachers in the North District of Maco, Davao de Oro. The researchers utilize narrative analysis to capture the teachers' perspectives and insights. The findings reveal a wide range of positive experiences, including improved professional development opportunities, stronger collaboration and teamwork dynamics, and increased recognition and appreciation. Teachers see transformative principals' support as a beacon of hope, motivation, and inspiration, broadening their perspectives and horizons. Their findings highlight the importance of instilling a culture of continuous learning in both principals and teachers, with collaboration identified as a key driver of success. This study adds to our understanding of the transformative power of leadership in educational settings, highlighting the critical role of supportive school leaders in fostering teacher empowerment and creating a conducive learning environment.

KEY WORDS

1. Transformative leadership 2. professional development 3. elementary school teachers

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1. Introduction

The notion of transformational leadership stands out as a highly influential leadership framework proposed in the context of progress within the realm of education because research indicates that transformational leadership significantly influences teachers' commitment in three key areas: self-development, student development, and institutional development (Kareem, 2023). The term "transformational leadership" was introduced by Bass, denoting a theory that holds a prominent position among the diverse array of inspirational leadership theories (Yaslioglu SelenayErden, 2018). Developing leadership attitudes assumes critical importance in fostering assistance to students and the entire school community (Gibson, Dollard, Conley, Lowe, 2018). In the context of this facet of transformational leadership, school principals stimulate teachers to embrace innovative and creative thinking, while fostering an environment devoid of apprehension about mockery or punishment (Alzoraiki, Rahman, Murtalib, 2018). As posited by Polatcan, Özkan, and Bellibaş (2024), principals who exhibit

transformational leadership positively influence teacher innovativeness and fosters an environment where teachers feel empowered to challenge existing methods and introduce creative approaches to teaching. The leadership style of principals has a significant influence on the attitudes, behaviors, and practices of the teachers under them. This relationship between leadership and the behavior of those being led is a fundamental aspect of organizational dynamics and has a profound impact on the overall functioning and success of the school. Teachers frequently confront the intricate task of balancing time management and devising optimal pedagogical approaches to not only impart knowledge but also to maintain ethical values and attitudes in students. Given the demanding nature of teachers' workloads, it becomes imperative for principals to adopt an appropriate leadership style that can effectively uphold teachers' commitment to the organization (Peretomode Bello, 2018). This is because transformational leadership directly influences teachers' willingness to embrace assigned responsibilities by fostering commitment to self-development, student outcomes, and institutional growth, thereby sustaining their dedication to the professional environment (Kareem et al., 2023). Principals who fall short in providing effective leadership within their educational institutions may potentially encounter challenges pertaining to teachers' emotional states, including discontentment, skepticism, resentment, and emotional strain (Andriani, Kesumawati, Kristiawan, 2018). Through the use of inspiration, transformational leadership serves as a catalyst for instilling novel concepts and motivation within the teaching faculty (Alzoraiki et al., 2018). his leadership paradigm centers on the capacity of leaders to inspire individuals toward change, transformation, and continuous improvement, fostering a learning-oriented environment where followers are encouraged to develop and evolve into leaders themselves (Hariharan Anand, 2023). More-

over, through the cultivation of a shared vision, the establishment of elevated benchmarks, and the cultivation of a culture that resonates with the self-interests of the followers, the principal fosters a sense of significance in the pedagogical undertakings of the teachers. As emphasized by Tshewang and Chetri (2023), by helping teachers set clear objectives, principals create environments that foster purpose and challenge, directly enhancing teachers' job satisfaction and overall performance. Principal leadership emerges as a pivotal determinant shaping the encounters of both educators and learners, alongside shaping the overarching school ambiance (Baptiste, 2019). Within the framework of transformational leadership, principals shoulder the responsibility of not only extending commendations to teachers for their accomplishments and proactive initiatives but also for reaching their predetermined levels of potential (Alzoraiki et al., 2018). Through fostering a culture of collaboration, principals and educators collectively dedicate their efforts to enhancing student welfare and achieving organizational goals, thereby strengthening their collective efficacy and commitment to school improvement (Meyer, Richter, Hartung-Beck, 2020). The concept of fostering school cultures that support continuous teacher development and learning has become a widespread focus, aimed at achieving sustainable improvements in student education by enhancing the psychosocial learning environments in schools (McChesney Cross, 2023). Within this context, the leadership approach of principals who demonstrate idealized influence significantly contributes to fostering academic optimism and collective efficacy among all members of their school communities, including students (Khalil, 2021). True transformational leadership hinges upon a paradigm where the reciprocal gains between leaders and followers extend beyond simple assurances of external incentives, instead emphasizing the cultivation of relationships, the

nurturing of character, and the establishment of a supportive community for the followers (Yaslioglu SelenayErden, 2018). As emphasized by Baptiste (2019), principals who cultivate supportive, fear-free environments enable teachers to focus on student success, thereby facilitating the overall triumph of students. The importance of principals' trustworthiness lies in its impact on teachers' attitudes and behaviors toward their assigned responsibilities. This correlation is consistent with several studies highlighting the significance of teachers' confidence in school management and organization, as it shapes their outlook on the school's decision-making process (Mansor, Abdullah, Jamaludin, 2021). The impact of transformational leadership extends to shaping employee behaviors, subsequently exerting an influence on overall workplace productivity (Yanfei, Yangliu, Yu, 2018). Principals' leadership actions hold the

capacity to shape teachers' experiences and professional lives (Kars Inandi, 2018). Moreover, the leadership behaviors demonstrated by principals are closely intertwined with teachers' perception of their own efficacy, which, in turn, can positively influence their job performance and commitment to the organization (Cansoy Parlar, 2018). With the growing demands expected from both school leaders and teachers, how they influence each other contributes meaningfully to the improvement of their school. It is in this context that we sought to uncover the subjective experiences of elementary school teachers with their supportive principals in the elementary schools of Maco, Davao de Oro, and North District. The findings of the study will provide valuable insights into educational management, adding to the current pool of knowledge regarding teachers' encounters with their principals' transformational leadership approach.

1.1. Purpose of the Study—This phenomenological study uncovered the authentic experiences of elementary school teachers in Maco, Davao de Oro, in the North District, in their interactions with supportive principals in transformational leadership. By delving into teachers' perspectives, emotions, and reflections, this study sought to comprehensively grasp the reflective impact of these interactions on teachers' empowerment, their path of professional development, and the overarching milieu of the school environment. Through this investigative process, the study aspires to provide invaluable insights that can contribute to the improvement of the teacher-principal relationship, the cultivation of a positive and conducive school atmosphere, and the augmentation of overall educational quality. The data collection will center on the real-life experiences of elementary school teachers regarding the transformational leadership approach exhibited by their school principals. The findings of this phenomenological study will contribute to a deeper understanding of the authentic experiences of teachers who have encountered supportive principals. The insights gained from this research have the potential to inform educational leadership practices, professional development initiatives, and policies aimed at creating nurturing and empowering environments within schools.

1.2. Research Questions—This study intends to explore the experiences of elementary school teachers in relation to the effects of their principal's transformational leadership. The research will be executed with the purpose of addressing the following inquiries:

- (1) What are the lived experiences of teachers regarding the transformative leadership exhibited by their principals' professional growth support?
- (2) How do elementary school teachers perceive the professional growth support of the principal?
- (3) What educational management insights are drawn from the findings of the study?

1.3. Definition of Terms—The Educational Leaders- Educational leaders can benefit from the findings of this study because this can provide them with a brand-new perspective and fresh insights on the implementation of transformative leadership and most importantly, they will gain knowledge on to how enhance it.

The School Heads- The findings of this study might help the school heads or principals to be aware and informed about the effects of their leadership on the teachers’ experiences. They can benchmark the findings to come up with ways to improve or enhance the teachers’ experiences.

The Teachers-Teachers can benefit from this study by looking into the findings and learning about transformational leadership, and how it can help and affect them in the dealings inside their profession.

Transformational Leadership- It is defined as a leadership approach that causes change in individuals and social systems. In its ideal form, it creates valuable and positive change in the followers with the end goal of developing followers into leaders.

Professional Growth- This refers to the application of new experiences and skills to positively impact your current position and career pursuits.

1.4. Significant of the Study—Thus, of elementary school teachers regarding the putting into consideration the cited problem implementation of transformative leadership situation in the previous pages and the research by school principals. The researcher hopes questions, the researcher finds it timely to propose that this study will be beneficial to identified sectors of the academe. This includes the educational leaders, school heads, teachers, other the researcher to explore the lived experiences stakeholders, and future researchers.

1.5. Theoretical Lens—The Educational Leaders

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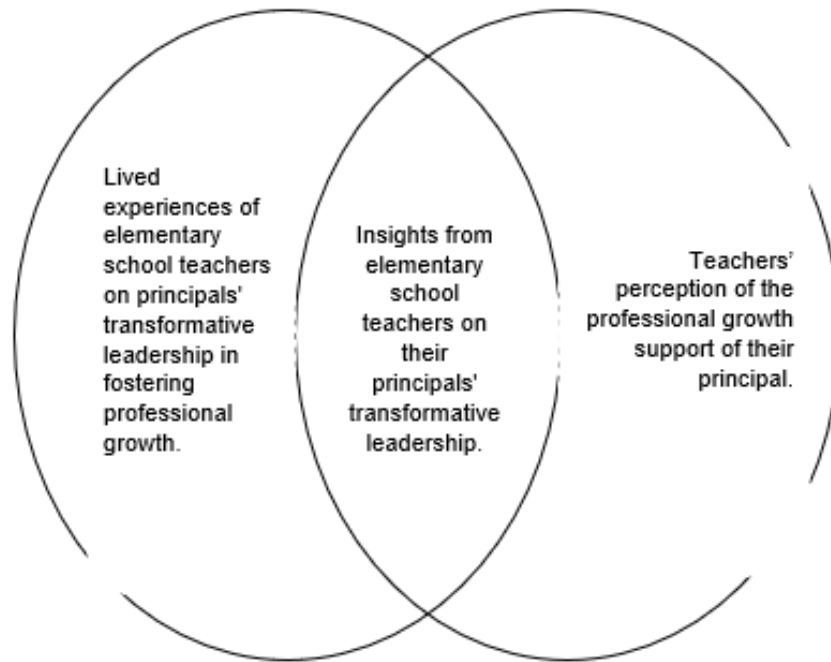


Fig. 1. The Conceptual Framework of the Study

2. Methodology

This chapter effectively addresses the specific objectives of the study by outlining the systematic procedures and methodologies used in phenomenological research. It also explains the selected research design and the roles I played as the researcher throughout the study's implementation. Moreover, it offers thorough insights into the research subjects, clarifying their procedures and selection standards. The chapter concludes by exploring the techniques used for data collection, analysis, and strategies used to uphold ethical standards during the research.

2.1. Philosophical Assumptions—A study's philosophical and qualitative presumptions are vital in steering the investigation. Four fundamental assumptions form the bedrock for comprehending qualitative research: ontological, epistemological, axiological, and methodological. These assumptions establish the groundwork for the research design and inform the researcher's approach to the study. A paradigm is a broad framework or perspective that guides and shapes how researchers approach their studies, formulate research questions, gather data, analyze findings, and interpret results. It encompasses a set of beliefs, assumptions, methodologies, and theoretical foundations that influence how researchers conceptualize and conduct their research (Zukauskas

et al., 2018). In this research, the paradigm guided the choice of methodology, methods, and techniques, shaping the overall research process and ensuring coherence in the study.

Ontology

This section examined the relationship between the research problem and the nature of reality. As defined by Creswell and Poth (2018), ontology refers to the study of the nature of reality, highlighting that individuals perceive and experience reality in varied and subjective ways. In this study, the diverse and complex realities experienced by elementary school teachers regarding their principals' transformative leadership in fostering professional growth were explored. Each teacher's story contributed to a multifaceted understanding of their experi-

ences. Thematic analysis was employed to capture these distinct realities and provide a comprehensive picture of how elementary teachers perceived, experienced, and interpreted their principals' transformative leadership and its influence on their professional growth.

Epistemology

Epistemology focuses on the nature of knowledge and the relationship between the knower and the known. As described by Creswell and Poth (2018), the study aimed to minimize the gap between the researcher and the participants, adhering to the epistemological premise. Through direct engagement with the participants, the researcher adopted an "insider" perspective, allowing for the authentic and nuanced collection of data. This approach facilitated the exploration of firsthand experiences and insights, which were vital in understanding the subjective realities of the participants.

Axiology

Axiology focused on the influence and significance of the researcher's values in the study. According to Creswell and Poth (2018), acknowledging and openly discussing the values that shape the research process is essential. In this study, the researcher explicitly recognized how their values influenced the interpretation and presentation of data. Each participant's narrative was handled with care and integrity, ensuring the utmost respect for the information provided. This commitment aimed to ensure that the experiences of the participants were communicated truthfully, reflecting both their individual realities and the values guiding the research process.

Methodology

As defined by Crotty (2020), methodology refers to "the strategy, plan of action, process, or design lying behind the choice and use of particular methods and linking the choice and use of the methods to the desired outcomes." Its objectives are to explain, assess, and justify the procedures employed in a study. This research focused on exploring elementary school teachers' stories regarding their principals' support in fostering professional growth, using a qualitative methodology. To align with the ontological and epistemological frameworks, techniques such as focus groups and interviews were employed, allowing for a thorough and empathetic examination of the participants' narratives. These methods were chosen for their ability to effectively capture the complexity and depth of the teachers' experiences, offering rich insights into their perceptions of transformative leadership.

Rhetoric

In research, rhetoric refers to the skillful and persuasive use of language, communication strategies, and presentation tactics to effectively convey concepts, claims, and conclusions, aiming to influence the audience's understanding and perception of the study (Beqiri, 2018). In this study, an engaging and respectful narrative style was employed to honor the voices of the participants while clearly communicating the significance of the findings. This approach not only enhanced the readability of the research but also ensured that the interpretations were robust, grounded in the lived experiences of the participants.

2.2. Qualitative Assumptions—Using a phenomenological research methodology, the goal of this study was to explore the experiences of elementary school teachers regarding the support provided by their principals in fostering their professional growth. The objective was

to gather information about the teachers' perceptions, challenges, and coping strategies in relation to the phenomenon of transformative leadership. Guided by phenomenology as the qualitative framework, the study aimed to uncover the essence and significance of the roles

played by principals in supporting teachers' professional development, emphasizing the unique perspectives of the teachers and the nuanced details of their experiences. As the researcher, the focus was on conducting a deep investigation that went beyond superficial observations. The research sought to explore the teachers' experiences, perceptions, and insights, highlighting the importance of understanding the complexities of the human experience within the context of diverse personal histories, professional backgrounds, and educational environ-

ments (Neubauer et al., 2019). To capture the profound and complex nature of teachers' experiences with principals' support in fostering their professional growth, this study emphasized in-depth interviews, reflective dialogues, and the analysis of participants' narratives. The aim was to contribute a thorough and contextually rich understanding of the challenges, achievements, coping mechanisms, and insights related to the principals' transformative leadership, all while adhering to phenomenological principles.

2.3. Design and Procedure—Determining the appropriate approach for a study is essential to tailoring the best research design, data collection strategy, and data analysis method to meet the study's objectives. A qualitative research design was employed in this investigation. Hammersley (2013, cited in Aspers and Corte, 2019) notes that studies involving verbal rather than statistical analysis are well-suited for qualitative research. Since this study focused on exploring the lived experiences, perceptions, and insights of elementary school teachers regarding their principals' support for professional growth, the qualitative design was deemed most suitable. The aim was not to establish or refute theories but to describe and elaborate on the phenomenon being studied. Qualitative research employs various specialized methods, such as grounded theory, narrative, case studies, phenomenology, and ethnography. This study adopted a qualitative phenomenological research design to explore the lived experiences of elementary school teachers regarding their

principals' support for professional growth. The phenomenological approach was selected because, as noted by Asper (2009, cited in Aspers and Corte, 2019), the scientific aspect of phenomenological research emphasizes communicating the participants' perspectives and the significance of their experiences, while applying theoretical concepts to analyze these perspectives. Furthermore, as noted by Creswell (2018), a phenomenological study is a method of inquiry that seeks to describe the complex and collective experiences of participants concerning a particular phenomenon. A central tenet of phenomenology is to minimize one's interpretations of the phenomenon, focusing instead on providing a description that applies to all instances of the phenomenon. In this study, the goal was to identify the phenomenon surrounding the participants' experiences with their principals' support for professional growth. Information was collected from those with direct experience of this phenomenon to create detailed and accurate descriptions of their experiences.

2.4. Research Participants—Qualitative analyses typically require a smaller sample size than quantitative analyses. Qualitative sample sizes should be large enough to obtain feedback

for most or all perceptions. Obtaining most or all the perceptions leads to the attainment of saturation. Saturation occurs when more participants are added to the study, which does not

result in additional perspectives or information. Glaser and Strauss (2017, as cited in Hennink and Kaiser, 2022) recommend the concept of saturation for achieving an appropriate sample size in qualitative studies. For phenomenological studies, Creswell (2018) recommends 5 to 25. According to Subedi (2021), larger samples in qualitative studies hinder an in-depth exploration of the study phenomenon. There are no specific rules when determining the appropriate sample size in qualitative research. Qualitative sample size may best be determined by the time allotted, resources available, and study objectives (Patton, 2002, as cited in Mullet, 2018). The participants in this study were 10 teachers from Panibasan Elementary School in the Maco North District. Five participants were selected

for the In-Depth Interview, and the remaining five were chosen for the Focus Group Discussion. The selection of participants was based on specific criteria: they were required to be actively teaching at Panibasan Elementary School in Maco North District, possess a minimum of three years of teaching experience, and be employed in schools where the principal practices a transformative style of leadership. I utilized the purposive sampling design so that the participants were chosen based on the criteria or purpose of the study (Creswell, 2018). It is also known as judgmental, selective, or subjective sampling. The selection of the participants was purposefully done to ensure that the findings would be authentic (Marshall, 1996 as cited in Vasileiou et al., 2018.)

2.5. Ethical Considerations—Ethical considerations are crucial because they relate to the moral principles and guidelines that govern my conduct as a researcher. These principles ensure that I carry out my investigations responsibly, treating participants with respect and striving to generate reliable and precise information. To protect participants, maintain scientific integrity, and foster trust within the research community, I adhere to established ethical standards in my research practices (Resnik, 2020).

Social value

This concerns the potential benefits and favorable outcomes that research can bring to society, like addressing problems or improving people's quality of life. I evaluate the societal value of my study by acknowledging its potential impact and importance for the larger community. This ensures that resources are directed toward research that has the potential to create significant advantages for society.

Informed Consent

This process involves obtaining the voluntary consent of participants to engage in the research study after they have been provided with

comprehensive information about the study's purpose, methods, potential risks, and benefits. In this study, it was my responsibility to ensure that the participants had a clear understanding of the research and their rights. By providing this information, I enabled the participants to make an informed decision regarding their participation, thereby safeguarding their autonomy and dignity and ensuring ethical consent.

Vulnerability

The vulnerability of research participants refers to their increased susceptibility to harm, exploitation, or coercion due to factors such as age, cognitive ability, or socioeconomic status. As a researcher, it is essential for me to recognize and address the potential vulnerabilities of elementary school teachers participating in the study and take the necessary steps to protect them. This involves implementing safeguards such as obtaining informed consent, ensuring confidentiality, and clearly explaining their rights and the study's procedures in a way they can understand. Additionally, I adapted the research methods to minimize any potential risks, ensuring the well-being of the participants

was prioritized throughout the study.

Risks, Benefits, and Safety

In research, it is crucial to carefully assess the potential risks and benefits of participation, as well as to implement measures that safeguard the well-being of participants. This involves evaluating both the disadvantages and advantages of participation, alongside establishing strategies to ensure the welfare of participants. In this study, as the researcher, I meticulously evaluated and balanced these factors, ensuring that the potential benefits outweighed the risks. I took appropriate precautions to minimize harm and optimize the safety of participants, particularly considering the vulnerabilities of the elementary school teacher participants. This comprehensive approach was essential to maintaining ethical standards and ensuring the protection of participants throughout the research process.

Privacy and Confidentiality

Privacy and confidentiality in research are essential to protecting participants' personal information and ensuring their identities remain confidential unless they explicitly consent to disclosure. In this study, I took responsibility for implementing the necessary protocols to secure participants' data and uphold confidentiality. This involved anonymizing data, securely storing information, and restricting access to authorized personnel only. These measures were crucial to safeguarding the privacy of the elementary school teacher participants and maintaining the integrity of the research process.

Justice

This concept pertains to the fair distribution of both the benefits and risks resulting from research across different segments of society. In this study, I ensured that the research was inclusive, taking care to avoid the exploitation or exclusion of any vulnerable groups. Additionally, I worked to make the benefits of the research accessible to all who could benefit from it. This approach promoted fairness and equity throughout the research process, ensuring that no group

faced an undue burden or was excluded from the potential gains of the study's findings.

Transparency

Transparency in research involves upholding integrity throughout every phase of the study, from its design and execution to the reporting of results. In this study, I provided clear and accurate information regarding my research methodologies and outcomes. Additionally, I remained open to examination and feedback. Transparency fosters trust, credibility, and accountability, not only within the research community but also among the general public. This commitment to openness ensured that the process and results of my research were accessible and understandable to all stakeholders involved.

Qualification of a Researcher

The qualification of a researcher pertains to their academic background, professional experience, and expertise in a particular field, ensuring that they have the necessary skills and knowledge to conduct the research competently. In this study, I possess the appropriate qualifications that demonstrate my ability to conduct research, analyze data, and interpret results effectively. My academic training and professional experience provide a solid foundation for approaching this research with a rigorous scientific method and critical analytical skills, thereby ensuring the integrity and validity of the findings.

Adequacy of Facilities

This pertains to the availability and adequacy of the necessary resources, tools, and infrastructure required to carry out a study efficiently and securely. In this research, I ensured access to suitable facilities for conducting the investigation, which facilitated the production of credible and consistent findings while minimizing potential risks to participants. Having the appropriate facilities in place ensured that the data collection and analysis processes were carried out under conditions that maintained the highest standards of research integrity and

safety.

Community Involvement

This involves the active participation and engagement of community members, stakeholders, or the target study population throughout the entire research process, from planning to disseminating results. In this study, I engaged the community to ensure the research's relevance, acceptability, and potential impact. This involvement also fostered trust and cooperation between myself and the community. By engaging with the community, I was able to tailor the research to be more effective and meaningful, thereby enhancing the overall quality and applicability of the findings.

2.6. Role of the Researcher—As an impartial research facilitator, I was responsible for ensuring that the research process was conducted fairly, objectively, and without personal bias, prejudice, or external influence. I fostered an environment that encouraged open and honest exploration of ideas while promoting fairness in data collection and analysis. This commitment to impartiality upheld the integrity of the research process, ensuring that the findings were reliable and accurately represented the phenomena being studied. As an expert in qualitative methods, I was familiar with various qualitative research techniques, such as interviews, focus groups, and participant observation. I possessed the skills and knowledge necessary to design, conduct, and analyze qualitative studies, ensuring that the research question was satisfactorily addressed and that the results were legitimate and dependable. My expertise in these methods allowed me to deeply explore complex social phenomena and capture the nuanced experiences of participants, thereby contributing to the validity and reliability of the research findings. As a data collector and keeper, I gathered information from various sources such as interviews and observations, ensuring the accu-

Plagiarism and Fabrication

Researchers must adhere to principles of academic honesty and integrity, which include giving proper credit to the work of others, presenting original contributions, and ensuring the accuracy and authenticity of data. In this study, I utilized tools such as plagiarism detectors and maintained thorough documentation of my research procedures to ensure that my work was free from plagiarism and that all data and findings were authentic and reliable. By upholding these principles, I contributed to the credibility and trustworthiness of the research process and the broader research community.

rate and secure storage of this data. I followed ethical guidelines, safeguarded participants' privacy, and structured the data to ensure it was available for later examination and understanding. This careful management of data helped maintain the integrity of the research process and supported the production of credible, reliable findings that could be reviewed and utilized by others in the academic community. As a data analyst, I analyzed the gathered data to uncover trends, patterns, and valuable insights in alignment with the research question. I employed meticulous qualitative data analysis methods, such as coding and thematic analysis, to extract significant findings and enrich the knowledge base within the discipline. This approach allowed me to gain a deep understanding of the data, providing insights that were not only relevant but also contributed meaningfully to the field, enhancing scholarly discussions and practical applications related to the study topic. Finally, as an organizer and presenter of data, I was responsible for synthesizing and communicating the research findings concisely and coherently. This involved skillfully conveying the study's objectives, approaches, outcomes, and implications through written documents, pre-

sentations, or other means of transmitting information. I ensured that the research results were easily accessible and comprehensible to the designated audience. This approach helped

maximize the impact of the findings, ensuring they were not only shared but also understood and utilized by others in ways that could further knowledge and influence practice in the field.

2.7. Data Collection—In the gathering of data, this study employed a systematic procedure. Several steps were taken in adherence to the proper data collection procedure. This was done in order to ensure the accuracy and objectivity of the data collection. The following is the step-by-step process of gathering the data needed. Securing Endorsement from the Dean of Graduate School, the Schools Division Superintendent, and the School Principal

To initiate the data collection process, I secured endorsements from key stakeholders, including the Dean of the Graduate School at Rizal Memorial Colleges, the Schools Division Superintendent, the School Principal, and the parents of the participants. This involved submitting formal letters outlining the research objectives and methodology, along with any supporting documents. This crucial step was scheduled for the first week of April 2024, ensuring that all necessary permissions were in place before proceeding with data collection. This proactive approach not only facilitated compliance with ethical standards but also fostered a cooperative environment among all parties involved.

Asking Permission from the Schools Division Superintendent

Upon receiving the endorsements, I requested permission from the Schools Division Superintendent. This required submitting a formal letter detailing the research proposal and its significance to the educational community. Along with the letter, I attached Chapters 1 and 2 of my dissertation and the research instrument, clearly explaining the study's objectives and the process of participant identification. I then waited for the response from the Schools Division

Superintendent (SDS) before proceeding with data collection. This step was undertaken during the second week of April 2024 to ensure that all necessary approvals were in place to conduct the research ethically and effectively.

Asking for Permission from the School Heads

Once permission was obtained, I proceeded to seek approval from the heads of the selected institutions. This involved submitting formal request letters to each school head, clearly outlining the purpose of the research and the anticipated timeline for data collection. I formally requested permission on April 1, 2024, ensuring that all administrative requirements were met prior to commencing the study.

Obtaining Consent from the Participants

Following approval from the school heads, I obtained consent from the research participants through informed consent forms. These forms clearly outlined the purpose of the research, the rights of the participants, and the confidentiality measures in place. This process ensured that the participants were fully informed and provided voluntary agreement to participate. The consent process, which included securing consent from both the participants and their parents or guardians, was completed on July 10, 2024.

Conducting the Interview

After obtaining consent from all participants, I scheduled and conducted interviews using a structured or semi-structured interview guide to ensure consistency and reliability in data collection. These interviews were conducted during the first two weeks of November 2024.

Transcribing the Responses of the Interviews

Following the interview sessions, I meticulously transcribed the interviewees' responses, carefully considering non-verbal cues and contextually significant details. This process utilized audio recordings and field notes to ensure

a comprehensive capture of the participants' reactions. The transcription of interviewee responses was completed during the third week of November 2024.

2.8. Data Analysis—After collecting the data, I embarked on data coding and thematic content analysis. I methodically structured the transcribed data into categories, subcategories, and themes derived from the interview dialogues. By identifying patterns and connections within the data, I formulated conclusions and extracted insights directly aligned with the research objectives. This process enabled me to interpret the data effectively, ensuring that the findings accurately reflected the experiences and perspectives of the participants. In this study, I employed Creswell's Thematic Analysis approach, which proved especially effective in capturing a range of perspectives and portrayals in participants' feedback. Adopting thematic analysis allowed for an authentic representation of individual components and facilitated the categorization of identified patterns within the responses. Thematic analysis, a qualitative research technique, is designed to recognize, scrutinize, and interpret patterns or themes within qualitative data, whether textual, visual, or in other formats. As a qualitative research method, thematic analysis enabled me to systematically organize and dissect complex data sets. It involved searching for overarching themes that encapsulated the narratives embedded within the data. This process required the identification of themes through careful exam-

ination and repeated review of the transcribed data (Dawadi, 2020). This methodical approach ensured that the analysis was both comprehensive and reflective of the data collected, providing deep insights aligned with the study's objectives. Therefore, I employed Creswell's Thematic Analysis in my research, which required extensive theming and careful interpretation of the transcripts. According to Caulfield (2019), Creswell's Thematic Analysis involves several critical phases, including familiarization, coding, generating themes, reviewing themes, defining and labeling themes, and writing up the findings. To begin this process, I fully immersed myself in the intricacies and subtleties of the data by becoming acquainted with the content. Next, I categorized the data using semantic richness to group different informational components, allowing me to identify and code the data effectively. From these codes, I developed themes that encapsulated the main ideas present in the data. These themes were then reviewed and refined to ensure they accurately represented the dataset. Each theme was assigned a definition and label that clearly conveyed its underlying concepts. The final step involved synthesizing the themes and insights into a cohesive narrative that conveyed the study's conclusions. This methodical approach ensured a thorough examination and contributed to a deeper understanding of the data.

2.9. Framework of Analysis—The analytical framework in phenomenological research provides a methodical and structured approach to data analysis, interpretation, and presentation.

In this study, I utilized Colaizzi's method to analyze data gathered from interviews and discussions with participants about their lived experiences in relation to their principals' transforma-

tive leadership and support for their professional growth. Colaizzi's method, which involves a detailed process of identifying significant statements, formulating meanings, and clustering them into themes, was applied to ensure a deep and accurate understanding of the participants' experiences. This approach allowed me to capture the essence of the participants' lived experiences and present a coherent interpretation of how principals' support influenced their professional development. According to Morrow et al. (2021), Colaizzi's method features a distinctive seven-step process that offers a rigorous analysis, closely adhering to the data at each stage. This method culminates in a concise yet comprehensive description of the phenomenon under study, which is validated by the participants who experienced it. The effectiveness of this approach relies on rich first-person accounts of experiences, which can be collected through various means. Although face-to-face interviews are common, data can also be gathered from written narratives, blogs, research diaries, online interviews, and other forms. This method enables researchers to uncover emergent themes and explore the intricate relationships between them (Wirihana et al., 2018).

Data Familiarization By reading and rereading the transcripts multiple times, I gained a comprehensive understanding of the meanings conveyed by the participants, allowing me to develop a global sense of the phenomenon being studied. This thorough review process was essential for capturing the nuances of the participants' statements, enabling a deeper and more insightful analysis of their experiences. This iterative approach facilitated a thorough exploration of the complexities of the participants' lived experiences, ensuring a well-rounded interpretation of the data.

Identifying Significant Statements I meticulously identified each statement in the narratives that directly related to the phenomenon under study. This involved a thorough examination of the gathered data, including written narratives and

interview transcripts, to highlight phrases and descriptions that illuminated the participants' specific experiences. This step was crucial for maintaining the focus of my analysis and ensuring a solid foundation for the subsequent thematic development. By isolating relevant statements, I ensured that the analysis remained aligned with the research objectives and provided a comprehensive understanding of the participants' lived experiences.

Formulating Meanings After thoroughly examining the significant statements, I identified meanings relevant to the phenomenon. While Colaizzi acknowledges that complete bracketing is never fully achievable, I made a conscious effort to reflexively "bracket" my own presuppositions in order to remain closely aligned with the phenomenon as experienced by the participants. This process involved putting aside my own interpretations to the greatest extent possible, ensuring that the analysis remained grounded in the participants' authentic experiences. By engaging in this reflective practice, I sought to maintain the integrity of the data and ensure that the findings accurately reflected the participants' perspectives.

Clustering Themes I ensured a rigorous analysis by grouping the identified meanings into themes that were shared across all accounts. Throughout this process, I made a concerted effort to bracket my presuppositions, particularly to minimize any potential influence from existing theories. Allowing the themes to emerge naturally from the data, rather than imposing external interpretations, preserved the integrity of the analysis. This approach ensured that the themes were rooted in the participants' experiences, providing a faithful representation of their perspectives and maintaining the authenticity of the findings.

Developing an Exhaustive Description I incorporated every theme generated in the previous step into a comprehensive and all-encompassing description of the phenomenon. By identifying common themes from the participants' accounts, this thorough

description aimed to capture the essence and complexity of the phenomenon. This step ensured that the final representation provided a holistic perspective of the experiences shared by each participant, reflecting the depth and breadth of their lived experiences in relation to the transformative leadership and professional growth they experienced under their principals' support.

Producing the Fundamental Structure I broke down the lengthy explanation into a succinct, concise statement that highlighted the key elements essential to understanding the phenomenon's structure. This synthesis effectively and concisely communicated the essence of the participants' experiences, focusing on the critical components necessary for comprehending the core aspects of the phenomenon. This step ensured that the final analysis remained clear

and to the point, offering a distilled representation of the participants' lived experiences while maintaining the depth and significance of the findings. Seeking Verification of the Fundamental Structure I asked participants whether the fundamental structure statement accurately reflected their experience, either by returning it to all participants or, in larger studies, to a subsample. Based on their feedback, I made any necessary revisions to the earlier stages of the analysis. This iterative process enhanced the validity and credibility of the findings, ensuring that the analysis remained grounded in the participants' perspectives and that their voices were authentically represented throughout the research. Figure 2 illustrates this rigorous process, highlighting each step to comprehensively explain the actions taken to comprehensively analyze the data.

2.10. Trustworthiness of the Study—The trustworthiness of a study is about how reliable, sensible, and authentic the research results are, ensuring that the conclusions are trustworthy and accurate. In qualitative research, factors like credibility, transferability, confirmability, and dependability are often used to evaluate how reliable the study is. These considerations are further described below, according to Guba (1981). Credibility Building credibility is fundamental to ensuring the accuracy and trustworthiness of research findings. In this study, credibility was a critical component, as it aimed to accurately represent elementary school teachers' experiences with their principals' transformational leadership and support for their professional growth. To enhance credibility, I engaged in comprehensive discussions with participants to gain an in-depth understanding of their perspectives. Additionally, triangulation was employed, gathering data from multiple sources such as interviews, observations, and relevant documents to reinforce the validity of the findings. Mem-

ber checking was also incorporated, where a preliminary version of the findings was shared with participants to confirm the accuracy of the interpretations. Transferability Transferability refers to the extent to which the findings of this study can be applied to other contexts or populations. While the insights derived from this study are specifically linked to the experiences of elementary school teachers and their principals' transformational leadership in supporting professional growth, I provided a detailed account of the research context and methodology. This thorough description enhances the study's transferability, enabling other educators, school administrators, and researchers to determine the applicability of the findings to similar settings or groups. Confirmability Confirmability deals with the study's objectivity by making sure that the respondents, not my personal prejudices or biases, shaped the findings. I kept a thorough audit trail that documented every step of the research process, from data collection to data analysis decisions, to ensure confirmabil-

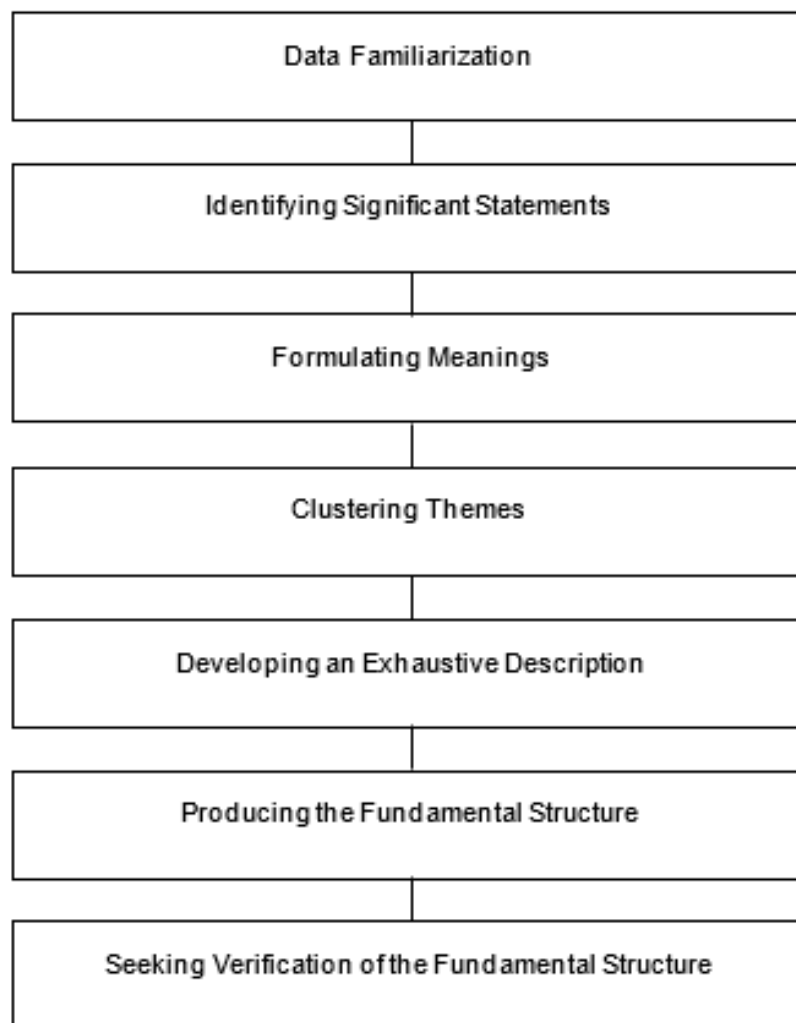


Fig. 2. Analytical Framework of the Study

ity. This methodological transparency allowed other researchers to assess the research's objectivity by reviewing the study's development and the decisions made throughout the process. Dependability Dependability is proving that the study results are reliable and repeatable in similar situations. In this study, dependability was

achieved through meticulous documentation of the entire research process, including the methods used for data collection and analysis. By ensuring that other researchers could replicate the study and potentially yield consistent results, this documentation validated the dependability of the research.

3. Results and Discussion

This chapter presents the results generated from the analysis of the gathered data from the interview including the themes and the comprehensive discussion which answer the objectives of the study. The themes that emerged from the gathered data were discussed in this chapter. The result presents the description and background of the participants along with their assigned pseudonyms to hide their identity.

3.1. Lived Experiences of Elementary School Teachers on Principals' Transformative Leadership in Fostering Professional Growth.— Effective leadership within a school is crucial for driving meaningful transformation, with the principal playing a central role in this process, as highlighted by Sliwka et al. (2023). Principals are tasked with shaping the school's culture and vision, and their influence extends throughout the entire school environment. Their leadership impacts not only administrative functions but also the experiences of both teachers and students, fostering an atmosphere of continuous improvement and success in education. The impact of effective leadership goes beyond the administrative realm. It permeates schools, affecting instructional methods and pushing educators to try new and creative approaches. Leaders who promote professional development build a faculty that is not only knowledgeable but also eager to adapt to the changing demands of its students. A study by Plaku and Leka (2025) emphasizes that a positive school culture, which stems from effective leadership, is

not something that happens naturally but must be intentionally cultivated by the school principal. Crafting such a culture requires a deep understanding of the needs and goals of all stakeholders in the school community, including students, educators, and parents. The school leader plays a crucial role by establishing a clear vision and fostering shared values, which serve as the cornerstone for creating a healthy and productive school environment. This proactive and deliberate approach to leadership ensures that the school culture aligns with the collective aspirations of the entire school community. To enhance the skills and knowledge of teachers, continuous learning is imperative in their field. The role of the principals in professional development is essential to their growth, and to be able to grow professionally, they need the support of their principals. One of the objectives of this study is to explore the experiences of teachers regarding the support of their transformative principals in their professional development, and the themes below discuss their experiences thoroughly and are backed up with existing related studies.

3.1.1. Professional Development Opportunities—

Teachers flourish when principals actively foster and support their professional growth. Effective leadership encourages continuous learning and provides an environment conducive to enhancing teaching practices, ultimately contributing to improved instructional quality and teacher retention (David Naparan, 2024). Principals who prioritize and actively facilitate the professional development of teachers create a positive ripple effect throughout the entire school community. In this study, the teachers shared that their school leaders have encouraged them to engage in professional development. Aside from the support they received for advancing their degrees, the principals also provided mentoring programs, workshops, and training sessions to upskill the teachers. The participants received much support from their principals, and this is very evident from their responses. According to Plaku and Leka (2025), school principals play a critical role in shaping effective educational environments by intentionally fostering conditions that support teaching and learning. They contribute to the creation of such environments by fostering the capacity for professional learning and facilitating adaptability and change among the school's staff. Supporting the teachers in their professional endeavors contributes significantly to the creation of a healthy and conducive learning environment. Participant C3 describes the principal's dedication to professional development as "a game-changer," emphasizing its significant and positive impact on the teaching staff. This transformative leadership is evident in the principal's proactive support for workshops, collaborative learning, and advanced studies, equipping teachers with the tools needed to meet the evolving demands of education. Beyond enhancing technical skills, this approach boosts teacher morale and fosters an environment where growth is both valued and prioritized, highlighting the breadth and effectiveness of the principal's commitment to professional growth. Based on the

interviews, the participants also mentioned that the support they received empowered them to explore new teaching methodologies and to stay ahead of educational trends. Participant C5 describes professional growth as "a personalized journey," highlighting the individualized attention provided by the principal through mentorship programs and tailored training sessions. This approach encourages teachers to explore innovative methodologies and refine their teaching practices, reflecting the essence of transformative leadership. By addressing each teacher's unique needs and aspirations, the principal inspires educators to reach their full potential, ensuring professional development is meaningful and aligned with their career trajectories. Similarly, Participant Y6's response underscores the principal's visible commitment to transformative leadership, illustrating how it is tangible in the school's daily operations. Both participants emphasize the empowerment teachers feel to explore new methodologies and stay ahead of educational trends, reinforcing the principal's role in fostering a dynamic and supportive environment for professional growth. Participant Y6 offers insight into the collective benefits of transformative leadership. By encouraging mentorship and peer learning, the principal creates a sense of "camaraderie and collective growth" among the teaching staff. This approach not only enhances individual capabilities but also strengthens the sense of community within the school. The emphasis on staying ahead of educational trends reinforces the principal's forward-thinking mindset, ensuring that teachers are equipped to adapt to and implement innovative practices in their classrooms. These new and innovative teaching methods, when applied inside the classroom, can create a classroom environment that fosters the skills needed in this 21st-century world. Sliwka et al. (2023) emphasizes the centrality of effective teaching in driving student academic success, highlighting that teachers are key contributors

to enhancing student outcomes. Recognizing this, supporting the learning needs of educators becomes a strategic investment. This support, when translated into effective classroom practices, becomes a catalyst for the creation of positive learning environments for students. By nurturing and enhancing the skills of teachers, school leaders directly impact the quality of instruction, leading to improved academic outcomes and fostering an atmosphere conducive to student success. In essence, the investment in supporting the learning needs of staff becomes a powerful driver for positive change, amplifying the impact on both educators and students alike. A deeper understanding of practices that foster teacher learning and growth is

essential for educational improvement. This includes examining how teachers interpret their professional experiences and evaluating the effectiveness of support mechanisms in diverse school settings. As highlighted in Plaku and Leka's (2025) study, effective school leadership plays a crucial role in shaping environments that actively support continuous professional development. When such efforts are contextually embedded and thoughtfully implemented, they become powerful drivers of teacher growth and instructional quality. This approach aligns with the need to develop adaptable, evidence-based strategies that address the evolving demands of teaching and learning.

3.1.2. Collaboration and Teamwork — Working together to achieve shared goals is one of the ways transformational leaders show their support for teachers' professional growth. Transformational leaders, through their inspirational motivation, foster collaboration by cultivating a sense of unity and shared purpose among their team members. This is accomplished by establishing clear communication and aligning the team's goals with the overarching vision, ensuring that everyone works towards a common objective, as emphasized by Talafian (2025). The statements below are the participants' responses when they were asked about the support they received from their principals. The responses from the participants underscore the principal's pivotal role in fostering a collaborative environment where teamwork is embedded at the core of the school culture. By promoting open communication and providing opportunities for collective problem-solving, the principal ensures that collaboration is not merely encouraged but is actively practiced and celebrated. This aligns with the qualities of transformational leadership, where principals create an atmosphere that encourages teachers to collaborate and work together as a cohesive

team. Participants have shared that their principals inspire open communication and actively encourage teachers to exchange ideas and collaborate on projects, which strengthens professional relationships and cultivates a unified, supportive environment where every voice is valued. Furthermore, principals contribute to this culture by fostering collaborative relationships among teachers and aligning the curriculum, as emphasized by Honig and Rainey (2020). Their work underscores the principal's pivotal role in creating an environment that supports continuous professional growth and collaboration, reinforcing the principal's influence in cultivating an effective learning culture. Participant C1 highlights how the principal's leadership has transformed the way teachers collaborate, emphasizing the importance of sharing ideas and working together on cross-disciplinary projects. This approach has helped break down barriers between subject areas and fostered a sense of unity among the teaching staff. As Participant C1 points out, the principal's guidance has created transformative opportunities for cooperation and teamwork, leading to a strong sense of community and shared accomplishment. By encouraging teachers to exchange

ideas and engage in collaborative projects, the principal has nurtured an environment where teachers feel connected, valued, and part of a collective effort toward achieving common goals. This clearly demonstrates the role of teamwork in building a welcoming, inclusive school climate, shaped by the principal's transformative leadership. Participant C4 describes how the principal's commitment to open communication and shared decision-making has fostered a more inclusive work environment. Regular team-building activities and collaborative projects not only strengthen professional relationships but also provide teachers with opportunities to actively shape the direction of their work. By placing teachers' voices at the center of the decision-making process, the principal cultivates a school climate where everyone feels invested in the school's success and growth. This dedication to encouraging open dialogue, group decision-making, and cooperative problem-solving is further emphasized by Participant C4, who highlights the impact of interdisciplinary efforts and team-building exercises in improving professional connections and bringing the staff together. The participant underscores the importance of each teacher's voice, advocating for an inclusive approach to decision-making and problem-solving. In Participant Y7's response, collaboration is depicted as an integral part of everyday school life, not just an occasional occurrence. The principal has fostered an environment where teamwork is celebrated as the key to the school's success. This emphasis on collaboration encourages teachers to regularly engage with one another, share their expertise, and work together to tackle challenges, which benefits the staff and directly enhances students' learning experiences. Further-

more, under the principal's guidance, Participant Y7 characterizes collaboration as a daily practice, highlighting its transformative effect on group efficacy. Teamwork is highly valued in this culture, with collaboration being seen as the driving force behind shared success. This response underscores the principal's role in creating a cooperative environment that encourages teachers to support one another and work toward common goals. Looking at the participants' responses together, it's clear that the principal's approach to leadership has fostered a culture of collaboration that goes beyond surface-level teamwork. By promoting shared decision-making, supporting cross-disciplinary initiatives, and embedding collaboration into daily practices, the principal has built a foundation for a unified and supportive teaching community. This culture of teamwork, where every teacher is valued and encouraged to contribute, embodies the core principles of transformative leadership—empowering individuals to work together for the collective good. Traditionally, teachers have been supported in their professional growth through participation in development programs. Transformational leadership cultivates an environment where ideas and knowledge are freely shared, and employees are encouraged to contribute diverse perspectives. This aligns with Pareja Roblin, Voogt, and Pieters (2019), who emphasized that collaborative curriculum design promotes teacher learning and sustains innovation by encouraging shared responsibility and reflective dialogue. Such an approach mirrors the principal's strategy of creating a culture where collaboration and the open exchange of knowledge are central to the school's success.

3.1.3. Recognition and Appreciation — Principals play an important role in fostering a healthy and supportive school culture by actively recognizing and honouring teachers'

achievements in professional growth and development. This not only benefits individual teachers but also helps to build a dynamic and collaborative educational community. When

principals take the time to recognize and celebrate teachers' achievements, it serves as an effective motivator. Recognizing their efforts and accomplishments promotes morale, resulting in a happy and supportive school environment. Teachers feel recognized and appreciated, which increases their passion and commitment to the profession. The principal's transformative leadership has cultivated a culture of recognition and appreciation, where teachers' efforts are consistently valued and celebrated. This ongoing recognition not only boosts morale but also inspires teachers to continue striving for excellence. By acknowledging teachers' professional growth and development, the principal reinforces their commitment to self-improvement and lifelong learning. This validation highlights the importance of continuous learning and encourages teachers to actively engage in professional development. Teachers feel supported because their efforts are consistently acknowledged, making them feel seen and heard, which motivates them to strive for greater success. Recognition and appreciation are deeply ingrained in the culture at the school, as emphasized by Participant C2. The consistent acknowledgment of teachers' contributions ensures they feel "seen and heard," fostering a sense of belonging and significance within the school community. By celebrating achievements—whether big or small—the principal creates a positive atmosphere where teachers take pride in their work. This practice aligns with the transformative leadership principle of recognizing and valuing individuals, ensuring that teachers feel respected and supported in their roles. Through this approach, the principal has made recognition and appreciation essential elements of the professional environment, contributing to a positive and validating work culture. In a school where continuous growth and self-improvement are highly valued, the principal's recognition of teachers' professional development plays a key role in fostering mo-

tivation. Participant Y9 shares how the principal's acknowledgment of teachers' efforts not only boosts morale but also inspires a commitment to excellence. This recognition reinforces the importance of ongoing learning and encourages teachers to keep refining their skills and improving their teaching methods. By creating this cycle of recognition and growth, the principal exemplifies how transformative leadership can cultivate a culture where teachers are empowered to pursue better opportunities for their students. In the school, appreciation is not just a one-time gesture but a consistent practice that is felt both personally and professionally by the teachers. Participant Y10 describes how the principal goes above and beyond to recognize teachers' contributions, whether through personalized notes or public acknowledgments during staff meetings. These acts of recognition create a genuine culture of appreciation, where teachers feel valued in both private and public spaces. By ensuring that every contribution is noticed, the principal fosters a sense of belonging and strengthens the school's community. This approach boosts morale and encourages teachers to consistently give their best, further emphasizing the power of recognition in driving excellence. The collective responses highlight a school environment where recognition and appreciation are woven into the fabric of daily life, making teachers feel valued and motivated to continue developing professionally. The principal's consistent efforts to acknowledge teachers' contributions—whether privately or publicly—create a culture that prioritizes respect, collaboration, and mutual support. This approach aligns with transformative leadership principles, which emphasize the importance of recognizing others to cultivate trust and foster a continuous growth mindset. By embedding recognition as a central part of the school's culture, the principal not only enhances teacher morale but also promotes an atmosphere where continuous improvement and collabora-

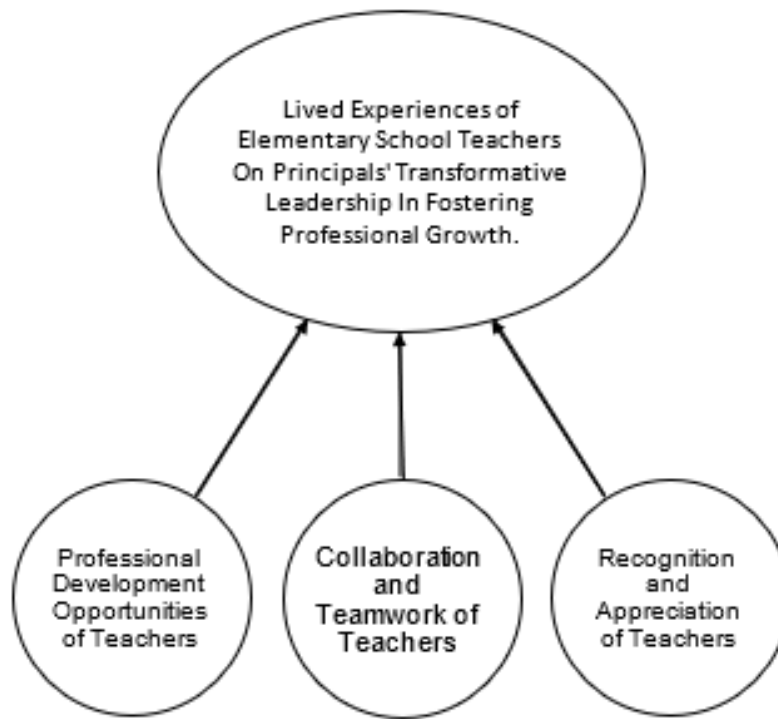


Fig. 3. Lived Experiences of Elementary School Teachers Regarding the Transformative Leadership Exhibited by Their Principals' Professional Growth Support

tion thrive. These actions encourage teachers to rise above their formal roles, driving them toward a shared vision of excellence (Eaton et al., 2024). As Anandani and Aslami (2023) observe, such recognition fosters a positive organizational culture, where teachers feel valued and empowered, motivating them to contribute actively toward the collective success and growth of the school. The principals demonstrated their support for teachers by recognizing them as professionals and commending their efforts and achievements. These gestures of kindness contribute to the establishment of trusting relationships between teachers and principals, as highlighted by Silva et al. (2018). Acknowledging teachers' accomplishments builds trust between educators and school leaders, and it establishes a strong and positive relationship based on mutual respect and appreciation, which is key to

fostering a supportive and collaborative school culture (Tigre et al., 2024). Thus, fundamental to the theory of transformational leadership is a strong emphasis on the part of a combined and united vision; that is, an idealized arrangement of objectives that the organization seeks to accomplish one day, in short, its vision. (Carton, Murphy, Clark, 2018). Transformational leaders, through clear enunciation, have their utmost influence on the followers' sentiments by cultivating a feeling of success and proficiency in them. Recognizing teachers' successes creates a sense of mutual support among educators. When accomplishments are celebrated together, it deepens the relationships within the professional community. Teachers are more likely to share effective techniques and engage with their colleagues, fostering a culture of shared learning and progress.

3.2. Teachers' Perception of the Professional Growth Support of their Principal —

The responsibility of professional development rests on teachers themselves; however, school principals emerge as pivotal leaders responsible for furnishing opportunities that bolster and facilitate teachers' professional growth. Teachers' morale and motivation are strongly influenced by their view of the principal's support for their professional development. If teachers believe their principal values and actively support their professional development, it generates a positive and motivated teaching atmosphere. In contrast, a lack of perceived support may cause instructors to become demotivated and dissatisfied. Recent studies emphasize that the competence of individuals in their professions can only be heightened through continuous professional development. This perspective contends that professional development serves not only as a means to enhance individual skills but also as a mechanism to identify and address challenges that may arise within the same group. The quality of work is argued to be contingent upon the professional development opportunities afforded to employees, fostering a perpetual openness to new knowledge and experiences both for the individual and their professional milieu, as supported by Anandani Aslami (2023)

and Banutu-Gomez and Banutu-Gomez (2024). These opportunities empower teachers to adapt, grow, and effectively contribute to the organization's success. Teachers, having acquired new teaching styles, require the backing of school administrators to implement these approaches and engage in diverse activities with students. The perspectives of school administrators regarding professional development, their confidence in it, and the importance they attribute to ongoing learning can significantly influence and shape the attitudes of teachers. As highlighted by Tigre et al. (2024) and Hoch et al. (2018), the level of support and belief demonstrated by administrators not only influences the implementation of innovative teaching methods but also contributes to cultivating a culture that values continuous professional development among educators. Most of the participants in this study shared their perceptions of the support given by their principals for their professional development. The interview generated positive responses from the teachers, saying that it gave them hope, motivated them, and broadened their perspective. These responses are clustered into three themes and are discussed thoroughly below.

3.2.1. A Beacon of Hope—When the principal aligns support for professional growth with broader educational objectives, it emerges as a beacon of hope. Teachers find reassurance in understanding that their professional development is valued not just at an individual level but also as a contributing factor to the school's collective success and advancement. Acknowledging and promoting professional development positively impacts teachers' overall well-being. Support for their growth enhances job satisfaction and mitigates feelings of burnout. The principal's endorsement plays a pivotal role in cultivating a thriving and healthful educational environment. Hope is what drives people to

continue. In this context, the support of the principal for the professional growth of the teachers is what pushes them to enhance their skills and knowledge. The participants shared that transitioning to online teaching was a tough time, but their school heads offered workshops and resources to ease the challenge. They also stated that the support they received from their principals is what gave them hope to continue learning to provide their students with a better learning experience. In their pursuit of professional growth, participants C2, C5, Y7, and Y9 all recognize their principals as sources of hope and support. Through mentorship programs, workshops, and constant encouragement, these prin-

cipals demonstrate a deep commitment to cultivating a community of support and fostering continuous teacher development. Their leadership provides direction, reassurance, and a sense of belonging, particularly during times of challenge, such as the transition to online teaching. This collective narrative underscores the critical role that principals play in empowering educators, offering them the tools and motivation to grow. By creating a culture of shared development, where teachers feel valued and supported, principals not only encourage personal growth but also strengthen the entire teaching community, ultimately enabling educators to have a profound impact on their students' lives. The relationship between transformational leadership and subordinates' emotional change and positive emotions is described in many literature in education. According to Bourne (2022) and Shields (2022), transformational educational leadership is described as having an emotional base, where leaders instill hope and positive emotions, inspiring change and fostering a supportive environment for growth. The support provided by school leaders significantly influences teachers' professional growth, as reflected in the participants' responses. Participant Y7 mentioned how their principal's support improved their willingness to excel in their profession, while Participant C2 highlighted how it inspired her to seek knowledge continuously. These findings align with theoretical perspectives suggesting that transformational leadership is linked to positive emotional changes in subordinates and plays a role in instilling hope, as proposed by Anandani and Aslami (2023) and Khan et al. (2020). Participant C2's response illustrates how the principal's leadership nurtures personal and professional growth. Through continuous encouragement to pursue knowledge and progress, the principal has shaped the participants' approach to teaching, fostering a sense of hope and purpose. This vision not only motivates individual teachers

but also aligns their professional growth with the broader goals of school advancement and student success. Participant C5 emphasizes the importance of the principal's genuine care for teachers' well-being, particularly during uncertain times such as the shift to online teaching. The principal's proactive support in providing resources and guidance has instilled a sense of hope, making the educational journey more meaningful and purposeful. By offering consistent reassurance, the principal helps teachers navigate challenges while reinforcing the value of their professional growth, strengthening their commitment to shaping students' lives. Participant Y7's response underscores the positive impact of the principal's leadership on their professional development. The principal has fostered an environment of encouragement, ensuring that teachers are up-to-date with the latest educational trends. This commitment to professional growth not only benefits individual teachers but also enhances the overall educational experience, empowering teachers to contribute to a dynamic learning environment. The principal's continued support serves as a source of hope, reinforcing the participant's belief in their own potential and impact on students. The principals of participants C2, C5, Y7, and Y9 are viewed as key sources of encouragement and hope in fostering professional growth. C2 highlights the importance of mentorship programs, while C5 appreciates the principal's support during difficult transitions. Y7 underscores the value of subject-specific workshops, and Y9 values the principal's role in reinforcing lifelong learning. Collectively, these stories emphasize how transformative leadership provides direction, support, and hope, fostering a positive environment that encourages growth within the school community. Additionally, transformational leadership is regarded as a positive leadership theory due to its incorporation of ethical components. This leadership style has also been asserted to generate positive emotions, including hope, among its

followers, as suggested by Eaton et al. (2024).

3.2.2. *Motivating and Inspiring*—Educational leaders have the capacity to enhance teachers' teaching and learning by shaping their motivations. Essentially, school heads can motivate and assist instructors in ways that strengthen their dedication, enthusiasm, and drive, resulting in a more successful and impactful teaching and learning environment. Understanding the motivational factors at play is the cornerstone of effective leadership, especially when managing teachers or any staff. A leader's ability to grasp what drives and inspires their team members serves as the key to being a compelling force within the organization. By recognizing and tapping into these motivational factors, a leader can create an environment that fosters enthusiasm, commitment, and collective success. It's like holding the key to unlocking the full potential and productivity of the team. The participants expressed their sentiments on how their principal's support motivated and inspired them to strive for success. Being given the opportunity to participate in workshops, seminars, and training provides teachers with an avenue to further develop their teaching methodologies. They also shared that the support of their principals instills confidence and determination, drives them to constantly aim for higher standards, and to also give back and contribute to the school's progress. The study by Thessin (2021) aligns closely with the idea that principals play a key role in instilling confidence and determination among teachers. Thessin emphasizes the importance of principals transitioning from traditional managerial roles to instructional leadership. By encouraging collaboration and fostering a sense of teamwork, principals not only support teachers in their professional growth but also inspire them to aim for higher standards. This collaborative environment helps build a culture of continuous

improvement, which contributes significantly to the progress of both the teachers and the school as a whole. This, however, will require the active participation of school principals to facilitate change by motivating their staff and students, by reaching out to the community, and by indulging in continuous improvement of their schools. Participants C1, C4, Y8, and Y10 all give their principals high marks for their proactive encouragement and support, which acts as a strong motivator for excellence in the workplace and professional growth. C1 recognizes the beneficial influence of leadership on teacher motivation and is grateful for the principal's proactive encouragement, which they find increases their confidence and helps them achieve their goals. In a similar vein, C4 emphasizes the value of professional development opportunities in encouraging commitment and improvement and values the principal's acknowledgement of their work and tailored support. The principal's encouragement for Y8 demonstrates the mutually beneficial relationship between teacher competency and supportive leadership and serves as motivation for personal development. Y10 is inspired by their principal's shared commitment and upbeat environment, which boosts their confidence and resolve to help the school succeed. This highlights the critical role that leadership plays in encouraging excellence and teamwork. When taken as a whole, these stories highlight how important principal support is to fostering teacher growth and school achievement. As emphasized by Park, Lee, and Cooc (2019), transformational leaders, particularly school principals, play a critical role in supporting the professional development of teachers by fostering a shared vision and promoting continuous learning. Their leadership style encourages collaboration among educators and actively nurtures an environment where teachers are motivated

to enhance their skills and innovate within their classrooms. This approach strengthens both individual teacher growth and collective school

progress, aligning with the goal of improving student outcomes through effective instructional practices.

3.2.3. Broadened Perspectives—The cultivation of abilities is inextricably linked to a dedication to lifelong learning. Teachers who actively seek opportunities for professional development, join workshops, obtain professional degrees, or participate in collaborative learning communities are constantly expanding their knowledge base. This ongoing learning has a positive impact on classroom instruction. As Hai, Thach, and Linh (2024) emphasize, both formal and informal learning experiences lie in fostering teacher development. They argue that engaging in structured professional development activities, such as workshops and seminars, offers educators opportunities to expand their knowledge and refine their teaching practices. Moreover, these professional growth activities facilitate collaboration and peer discussions, enabling teachers to exchange ideas, tackle shared challenges, and gain valuable insights from each other's experiences. This type of collaborative learning, as highlighted by Pareja Roblin, Voogt, and Pieters (2019), not only enhances the individual teacher's practice but also strengthens the collective capacity of the teaching community, ultimately improving overall school performance. Participants C3 and Y6 reflect on how the principal's support has significantly impacted their professional and personal growth. Participant C3 highlights the principal's holistic approach to professional development, which encourages teachers not only to enhance their teaching skills but also to broaden their personal perspectives. By urging teachers to engage with diverse viewpoints and meet new people, the principal fosters an environment that values continuous learning in all areas of life. This encouragement to embrace new ideas and practices enhances both teach-

ing styles and personal growth. Similarly, Participant Y6 acknowledges how the principal's support helped transform their mindset toward professional development. Initially attending training sessions merely as a requirement, Y6 now seeks out opportunities for growth, driven by a sense of ownership and the collaborative school environment. The principal's encouragement and the supportive school community have made professional development an opportunity for personal enrichment rather than a mere obligation. The participants' responses highlight the principal's significant role in broadening their perspectives, both personally and professionally. By fostering an environment of continuous learning and encouraging teachers to embrace new ideas, the principal has transformed professional development from a mandatory task to an opportunity for growth. This support has empowered teachers to take ownership of their learning, increasing their commitment to improving their practice. Ultimately, the principal's leadership, which values diverse perspectives, has enhanced the teachers' critical thinking, adaptability, and overall contribution to the school's success. Based on their statements, the support greatly contributed to their professional development because it broadened their perspective on relevant issues and topics in the educational field. According to Kisirkoi and Kamanga (2018), teachers' professional development involves continuous improvement and updating of their knowledge, skills, and instructional strategies. Through various professional development activities, educators are regularly introduced to new ideas, techniques, and educational approaches that foster growth in both their teaching practices and personal development. Workshops, seminars, and training sessions pro-

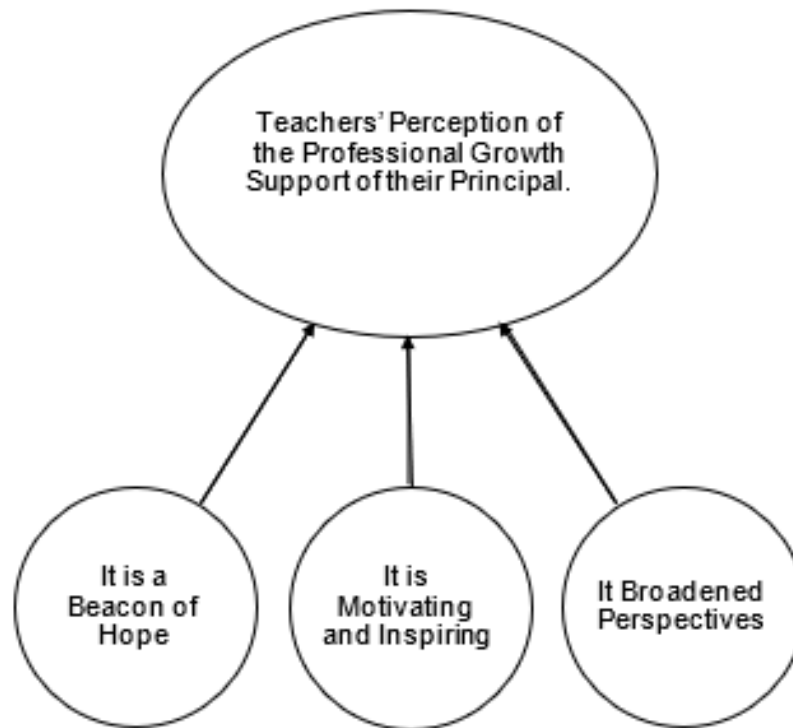


Fig. 4. Teachers' Perception of the Professional Growth Support of their Principal

vide teachers with opportunities to learn about the latest trends and best practices in education, enhancing their teaching repertoire and empowering them to better meet the evolving needs of their students. The responses from participants C1, C3, and Y6 collectively highlight the transformative role of principal leadership in fostering professional development and enhancing teaching practices. Participant C1 credits their principal for providing opportunities that exposed them to new ideas and experiences, which significantly enriched their teaching strategies. This exposure not only broadened their own perspective but also led to a culture of knowledge sharing within the school, where colleagues could collaborate and grow together. By integrating these new insights into their teaching, C1 helped create a more dynamic learning environment for students, demonstrating how principal support positively impacts both individual growth and the school's educational culture.

Similarly, Participant C3 highlights how their principal encouraged them to explore unconventional avenues for professional development, which expanded their knowledge and inspired greater creativity in the classroom. The principal's encouragement to pursue unfamiliar topics sparked a passion for continuous learning and innovation in teaching. This motivation, in turn, led to the application of new ideas and practices in the classroom, illustrating how principal leadership fosters a mindset of curiosity and creativity that enhances teaching effectiveness. Participant Y6 also credits their principal's support for their professional development, emphasizing how exposure to new perspectives through development opportunities directly influenced their teaching practice. The new knowledge gained allowed them to create a more engaging and effective learning environment for their students, demonstrating the practical benefits of professional development.

3.3. *Insights from Elementary School Teachers on Their Principals' Transformative Leadership.*—The welcoming attitude of school leaders to innovations represents an essential chance for educators to apply innovative strategies learned during professional development activities. When school administrators take an open-minded approach, they create an environment in which teachers can experiment with new teaching methods and approaches in the classroom. This assistance not only inspires teachers to apply their newfound knowledge but also acknowledges their efforts to improve students' learning experiences. Transformational leadership is a leadership style that encourages and motivates followers to reach their maximum potential and beyond their own expectations. In this study, the teachers are well-supported by their principals and the schools in their pursuit of professional development. From the teachers' experiences and perceptions of the professional growth support of their principal, two insights were drawn and are thoroughly discussed below.

3.3.1. *Cultivate a Culture of Continuous Learning*—Talaftian et al. (2025) support the notion that meaningful teacher development requires active and collaborative engagement over time, rather than relying on one-time conferences or workshops. This idea is rooted in the understanding that sustainable and impactful professional development requires ongoing, immersive experiences. While one-time workshops and conferences can provide valuable insights and information, the challenge lies in their limited duration and the absence of continuous support mechanisms. In their years of improving and furthering their professional growth, the teachers learned that a school, its school head, and every teacher should cultivate a culture of continuous learning. Under transformative leadership, everyone is encouraged to participate in events that can help them improve and be better in their profession. To achieve that, the school leaders and the school fund the workshops, training, and seminars of the teachers to equip them with new knowledge and methods that are suitable for the modern world. Principals bear a plethora of responsibilities to cultivate the desired learning environments we aspire to create. In today's era of education, much is expected from them, and how they lead contributes significantly to the creation of a healthy and conducive school environment, not just for students but also for the teachers.

The participants of this study expressed that the more they seek knowledge, the more they contribute meaningfully to the learning community. They learned that under the transformative leadership of their principals, cultivating a culture of continuous learning is imperative to constantly grow personally and professionally. Participant C2 emphasizes the value of reflection and helpful criticism in the context of transformative leadership. She also highlights the principal's responsibility for creating a feedback culture and assisting educators in their efforts to grow. In a similar vein, C4 emphasizes the need of continuing education in advancing instructional strategies while talking about the importance of investing in one's own development and tying personal development to active engagement in a cutting-edge learning community. In order to support ongoing learning, Y6 underlines the importance of individualized professional development even more. It does this by emphasizing the principal's role in determining and meeting the particular needs of each teacher. A collaborative learning culture that values teachers' knowledge exploration and sharing is fostered by the principal, as participant Y8 demonstrates when reflecting on the lesson of actively seeking learning opportunities under transformative leadership. In essence, these narratives highlight the revolutionary effect that principal support has on fostering an

environment of development, creativity, and co-operation among teachers. The study by Park, Lee, Cooc (2019) shares a similar perspective, highlighting the crucial role of school leaders in fostering a culture of continuous learning and professional growth. Their findings emphasize that effective leadership plays a pivotal role in

motivating teachers to engage in ongoing development and improvement. Additionally, the research underscores that principals can have a profound influence on teachers' willingness to pursue further learning and enhance their professional practices, thus contributing to the overall growth of the educational institution.

3.3.2. Collaboration Drives Success— Teachers collaborating on common objectives create a supportive and shared learning environment where educators can exchange ideas, insights, and best practices. When teachers collaborate, they benefit not only from formal training but also from their colleagues' various experiences and viewpoints. Collaboration allows teachers to participate in reflective practices, get constructive feedback, and iterate on their teaching techniques. This cyclical process of improvement is critical for adjusting to changing educational settings and keeping teaching approaches successful. Many lessons stating that collaboration drives success were shared by the participants. According to them, success cannot be achieved solely from individual achievements, but the collective accomplishments of every individual who hopes to improve the teaching and learning community. According to Mora-Ruano, Schurig, and Wittmann (2021), collaboration among teachers significantly enhances professional development by providing opportunities for shared experiences and feedback. They emphasize that fostering teacher interaction and creating space for feedback are essential in supporting the ongoing professional growth of educators, ensuring that the professional development process is effective and impactful. Together, participants C3, Y7, Y9, and Y10 emphasize how transforming principal leadership is in creating a collaborative and team-oriented culture within the school community. C3 highlights the importance of teachers' shared ideas and strengths in order to achieve collec-

tive success, emphasizing the value of interdisciplinary projects and group decision-making. In a similar vein, students in Years 7, 9, and 10 highlight the importance of teamwork and active involvement in decision-making processes, emphasizing the necessity of assigning responsibilities, leveraging individual talents, and prioritizing shared goals for the school's progress. These accounts collectively demonstrate how principal support fosters an environment valuing cooperation and deeming teamwork essential for academic success, thus highlighting the transformative leadership's revolutionary impact on shaping school culture and teacher practices. Additionally, based on Shields (2022), the intensity of collaboration plays a significant role in the effectiveness of Teacher Professional Development (TPD). While an overly intense collaborative environment can hinder individual creativity and growth, and a lack of collaboration may impede progress, an optimal balance fosters a sense of support and empowerment among teachers. This collaborative dynamic is essential for driving meaningful change in professional practices and improving overall teaching outcomes. Striking a precise balance creates a supportive environment in which teachers can exchange insights, troubleshoot problems together, and adjust to changes cohesively. This equilibrium is like a meticulously orchestrated dance, with each movement contributing to the overall harmony of the educational landscape. In order to improve teacher development and school climate, participants C3, Y7, Y9, and Y10 all push for fostering collaboration

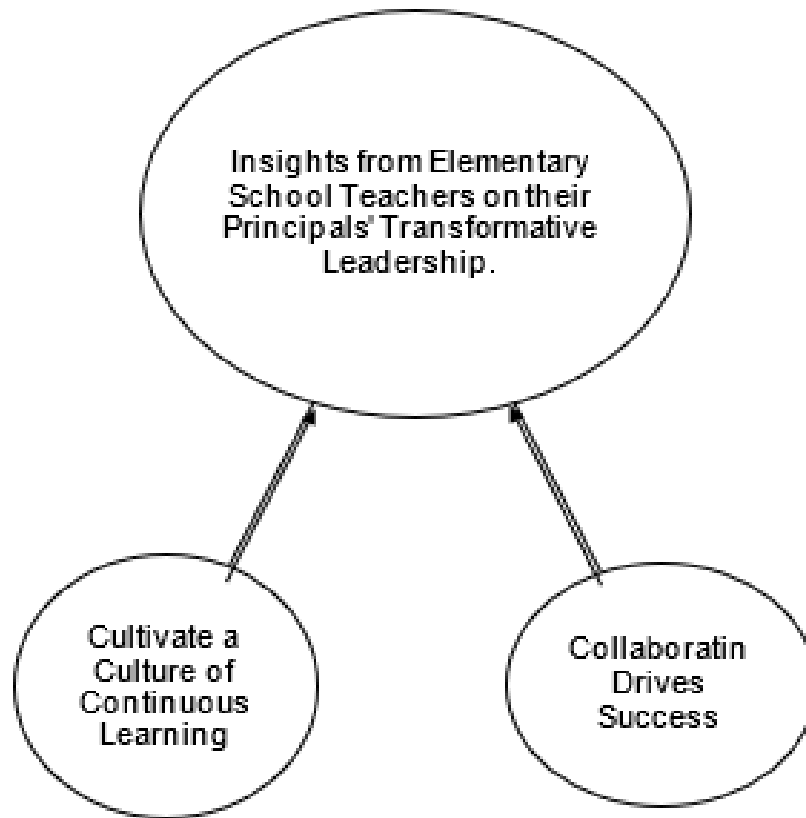


Fig. 5. Insights from Elementary School Teachers on their Principals' Transformative Leadership

and teamwork under transformative leadership. Whereas Y7 emphasizes interdisciplinary collaboration for a diverse learning environment, C3 places more emphasis on the development of a helpful community with shared goals for a cooperative work environment. In order to promote a collaborative culture and exchange best practices, Y9 emphasizes the significance of these actions for professional development. In a similar vein, Y10 emphasizes the value of transformative leadership in fostering collabo-

rative projects that span academic disciplines in order to foster shared learning and creativity. Promoting collaboration and sharing best practices among teachers significantly improves teaching quality by enabling them to learn from each other's expertise. As emphasized by Pareja Roblin, Voogt, and Pieters (2019), collaborative curriculum design fosters shared responsibility and reflective dialogue, which enhances teacher learning and innovation.

4. Implications and Future Directions

This chapter provides a summary of the research conducted, followed by an examination of the implications derived from the obtained findings. Furthermore, the study discussed the prospective avenues for further exploration of its long-term impact on teaching and learning under transformative leadership.

4.1. Findings—

The goal of this study is to unearth the authentic experiences of elementary school teachers in the North District of Maco, Davao de Oro in their interactions with supportive principals in transformational leadership. By delving into teachers' perspectives, emotions, and reflections, this study seeks to comprehensively grasp the reflective impact of these interactions on teachers' empowerment, their path of professional development, and the overarching milieu of the school environment. From the accounts of elementary school teachers, three distinct themes surfaced, mirroring their experiences on the growth support of their transformative school heads. Simultaneously, three themes emerged aligning with their perspectives on how they view the support they received. Additionally, the insights of elementary school teachers under transformative leadership revealed two overarching themes. The three themes that surfaced from the first-hand experiences of the participants include professional development opportunities, collaboration and teamwork, and recognition and appreciation. The themes drawn out from the narratives of the participants infer that the support provided by the school and their transformative principals enabled them to significantly enhance their skills, knowledge, and teaching methods. These advantages are just some of the promising results when a teacher is placed in a supportive and healthy environment where they can unleash their true potential. When a school is guided by a transformative leader, teachers are more likely to engage in continuous learning and benefit

from numerous professional development opportunities. This idea aligns with Burns' (1978, as cited by David Naparan, 2024) Transformational Leadership Theory, which serves as the foundation of this study. According to this theory, both the principals and the teachers contribute to each other's growth and advancement in their respective fields. As principals inspire and support their teachers to pursue career advancement, the teachers, in turn, are motivated to grow professionally because of the encouragement they receive from their leaders. Consequently, these opportunities improve teaching practices by offering novel strategies and technologies that generate dynamic learning environments. These leaders' collaborative culture fosters a pleasant school environment by allowing teachers to share their insights. It is critical to investigate the relationship between professional development and improved student outcomes because empowered teachers can contribute to measurable improvements such as greater performance and engagement. Furthermore, these possibilities encourage adaptation and innovation in educators, preparing them for the changing educational context. Considering the influence on teacher satisfaction and retention is critical; investment in professional development can lead to improved job satisfaction and, as a result, increased teacher retention. This comprehensive strategy benefits individual educators while also causing a revolutionary ripple effect throughout the educational ecosystem.

4.2. Implications—The implications of enhanced collaboration and teamwork among teachers, fostered by transformative school leaders, are profound and transformative for the entire educational environment. Collaboration allows educators to exchange ideas, share best practices, and explore innovative teaching

methodologies. This process not only enhances teachers' individual skills and promotes their professional growth but also cultivates a vibrant and synergistic learning environment for students. As Kauppi (2019) explains, transformational leadership theory brings about change in individuals. In this context, the transformative

leadership demonstrated by principals brings about positive changes in teachers, empowering them to excel in their roles and contribute meaningfully to the school community. Transformative leaders develop a culture of teamwork within the teaching staff, laying the groundwork for collective problem-solving and shared decision-making. The collaborative attitude extends beyond individual classrooms, helping to create a cohesive school culture that embraces shared objectives and values. Finally, the result is a more effective and adaptive educational system in which the combined knowledge and collaborative efforts of teachers under transformative leadership produce favorable outcomes for students as well as teachers. There is a profound impact when transformative leaders sincerely recognize and praise teachers' efforts in advancing their professional development. This recognition acts as a tremendous incentive, establishing a good and supportive school environment. It not only enhances individual morale but also improves the teacher-leader relationship by encouraging trust and open communication. The ripple effect extends to continued professional development, as highly appreciated teachers are more inclined to engage in continual improvement. Finally, under transformative leadership, this cycle of acknowledgment, appreciation, and progress results in a dynamic and thriving educational community that benefits both educators and students. The perceptions of the elementary school teachers on the support given by their principals on their professional growth show positive results. Three themes emerged from the responses of the participants, and they view the support given by their transformative school heads as a beacon of hope, motivating and inspiring, and they see it as an avenue to broaden their viewpoints. When teachers regard their transformative school leaders as beacons of hope, they develop confidence, resilience, and a positive attitude. This impression encourages educators to take risks and in-

novate, resulting in a dynamic learning environment. In Burn's (1978, as cited by David Napanan, 2024) theory, the idea of mutual elevation is key in education. Transformational leaders inspire teachers to enhance their skills and pursue continuous professional development. The emotional link to helpful leaders increases job satisfaction and deepens dedication to the educational mission. This pleasant mood pervades the whole school community, encouraging collaboration and creating an environment in which both teachers and students thrive. When teachers regard their transformative school leaders' support as motivating and inspiring, the consequences are substantial. This image fosters a positive and dynamic environment, igniting teacher enthusiasm for their profession. Motivated educators are more inclined to invest in professional development, which leads to better teaching methods and, as a result, higher student results. Through intellectual stimulation, principals who are also transformative leaders foster an innovative culture in which encourages teachers to think critically and experiment with new pedagogical approaches. Furthermore, this positive dynamic can lead to increased work satisfaction and retention rates, as teachers feel valued and driven to contribute to the school's overall success. Finally, the implications include a lively educational atmosphere in which teachers and students are motivated to succeed. When teachers view their transformative school leaders' support as an opportunity to broaden their perspectives, the effects and benefits extend far and wide. This mindset fosters a culture of continuous learning and professional growth, inspiring educators to explore new ideas and adopt innovative teaching methods. Consequently, teachers become more adaptable and diverse in their approaches, enabling them to meet the varying learning styles and needs of their students. This expansion of perspectives creates a dynamic and inclusive learning environment that benefits everyone. Moreover, it

promotes a spirit of collaboration among teachers, encouraging them to share ideas and best practices. As outlined in Fullen's Professional Development Theory (1995, as cited by Hudson, 2025), professional growth is most effective when viewed as part of a larger system. Fullen emphasizes the importance of aligning efforts across schools, districts, and policymakers to support meaningful change. Ultimately, the result is a school community that values diverse perspectives and practices, creating a richer, more effective educational experience for students. With the experiences and perceptions of the elementary school teachers, educational management insights were drawn, and two themes emerged. These themes, such as cultivating a culture of continuous learning and collaboration, drive success. When teachers and transformative principals establish a culture of continual learning, it changes the educational environment. This collaboration fosters a dynamic learning environment, encouraging instructors to embrace innovation and stay educated. Fullan's Professional Development Theory underscores that professional growth is not just about individual teachers improving their skills but about creating a culture of continuous learning, collaboration, and systemic change. The dedication to continual learning expands professional development possibilities, resulting in a more unified and collaborative teaching team. This culture not only improves individual practices but also increases job satisfaction and instructor retention, resulting in a more pleasant and engaged staff. Collaboration drives success because this cooperation develops a shared vision and a sense of purpose, resulting in a cohesive and motivated teaching team. Fullan highlights the importance of building collaborative school cultures where teachers and leaders work together, share knowledge, and support one another. He believes that collaboration leads to a collective capacity, where the entire school community grows stronger and more ef-

fective. This joint effort improves communication and decision-making processes, resulting in a more efficient and responsive educational environment. Transformational leaders focus on idealized influence and individualized consideration, fostering trust, respect, and collaboration among staff and students. For example, a school leader who creates opportunities for open dialogue, shared decision-making, and mentorship builds a strong sense of community. The shared commitment to achievement fosters a healthy school culture in which teachers feel supported, valued, and empowered to perform well in their positions. This synergy not only enhances teaching practices but also results in better student outcomes. Ultimately, the implication is a school community that values collaboration, shared goals, and a common pursuit of success, creating an atmosphere where both educators and students can thrive. The professional development theory and transformational leadership theory both strongly align with teachers' experiences and perceptions of the support for professional growth they received from their transformative principals. The theory of transformational leadership emphasizes the capacity of a leader to inspire and motivate followers to attain remarkable results. Through the participant narratives, we observe blatant examples of transformational leadership traits that their principals have demonstrated. Teachers are portrayed as being inspired and motivated by charismatic principals to pursue ongoing professional development. Additionally, they show consideration for the unique needs of each teacher by offering customized support that is suited to their interests and needs, encouraging a sense of community and control over their career path. Principals also foster intellectual development by supporting creative thinking, interdisciplinary cooperation, and an ongoing learning environment among faculty members. The principles of transformational leadership, which place a strong emphasis on

idealized influence, personalized consideration, intellectual stimulation, inspiration, and motivation, are closely aligned with these acts. Moreover, the stories are consistent with the theory of professional development, which highlights the need to improve teachers' practices, knowledge, and abilities in order to enhance student learning outcomes. The testimonies of the participants show the different approaches principals take in order to efficiently assist teachers' professional growth. In collaborative learning environments, principals support teachers in sharing best practices, reflecting collectively, and working together to make decisions. Principals enable teachers to further their professional development and contribute to the overall success of the

school by cultivating a collaborative learning culture. Furthermore, the focus on ongoing education, participation in conferences and workshops, and proactive pursuit of new information demonstrate principals' dedication to fostering a culture of lifelong learning among teachers. In order to ensure that professional development initiatives align with each teacher's particular interests and goals, principals also offer customized development opportunities that are catered to the needs of individual teachers. By taking these steps, principals successfully integrate professional development theory into their leadership practices and encourage a collaborative, shared-learning, and ongoing improvement culture among teachers.

4.3. Future Directions—This study offers a comprehensive investigation of the real-life narratives, perceptions, and insights of elementary school teachers who are under the guidance of transformative school leaders and receive support for their professional growth. By delving into the experiences, perceptions, and insights of these teachers, valuable data was collected to inform recommendations, suggestions, and future directions for key stakeholders in education, such as policymakers, administrators, teachers, and future researchers. The findings of this study serve as a foundation for evidence-based decision-making and provide practical guidance for creating a more conducive, healthy, and supportive school environment that both benefits the teachers and the students. For Policy Makers. Create policies that openly acknowledge and highlight the importance of transformative leadership in supporting elementary school teachers. Provide schools with guidance for implementing practices that promote a positive and empowered work environment. Allocate funding for ongoing professional development programs for school leaders, with a focus on transformative leadership qualities. This invest-

ment will improve their ability to motivate and support instructors successfully. Create incentive programs to recognize schools and leaders who demonstrate a commitment to transformative leadership techniques. This could include financial incentives, recognition, or increased resources for schools that excel at providing teacher assistance. For School Administrators. Participate in ongoing leadership training programs to develop and improve transformative leadership abilities. These programs should prioritize developing strong interpersonal ties, creating a healthy school culture, and establishing effective teacher support mechanisms. Create consistent and systematic feedback methods to acquire information from teachers about their needs and issues. Use this input to customize leadership strategies and support methods for specific issues. Encourage a culture of collaborative decision-making in schools. Involve teachers in crucial decisions, allowing them to share their opinions and insights, which can lead to more effective and long-lasting support systems. For Teachers. Teachers may actively communicate their needs and push for supportive leadership in their schools. Teachers can help

to create a more collaborative and empowered learning environment by sharing their experiences and views. Seek out professional development opportunities centered on teacher leadership and collaboration. This can enable teachers to take on leadership responsibilities within the school and help to foster a culture of shared accountability. Create and engage in peer support networks that allow teachers to exchange strategies, challenges, and accomplishments. This collaborative approach can augment the support provided by transformative leaders while also building a sense of community among instructors. For Researchers. Conduct longitudinal research to investigate the long-term effects of transformative leadership on teacher retention, job satisfaction, and student results. This will provide a more comprehensive knowledge of the long-term implications of supportive leadership. Investigate how transformative leadership approaches change across cultural and educational contexts. This research can help to shape culturally responsive ways of supporting teachers in a variety of settings. Investigate and develop innovative teacher support methods based on technology, collaborative platforms, and other emerging trends. This may lead to the development of scalable and adaptive support systems for elementary school teachers.

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