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STRENGTHENING TEACHERS' INNOVATIVENESS THROUGH TRANSFORMATIONAL LEADERSHIP EDUCATIONAL REFORM FRAMEWORK

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ABSTRACT

The aim of this study was to determine the transformational leadership strategies on educational reforms that can improve the innovativeness of the teachers for a motivating and engaging classroom environment. The study was conducted in public elementary schools in the Division of Rizal, Rodriguez sub-office during the School Year 2023-2024. The respondents consisted of two hundred thirty-two head teachers, master teachers and teachers I-III. They were selected using stratified random sampling based on the sub-offices of the division. The researcher used descriptive quantitative methods research design in gathering data through the researcher-developed questionnaire. The findings revealed that most of the respondents are male, have age ranging from 41 years old and above and hold a position of Teacher I. Majority of them are teaching 6 to 10 years which considered in their mid-career development and pursued their post graduate courses. The transformational leadership strategies on educational reforms that influence teachers' innovativeness in public elementary schools with respect to emotional aspect, intellectual stimulation, and individualized considerations are all interpreted as "Always". The level of teachers' innovativeness in public elementary schools with respect to 21st century learning skills, personalized learning, integration of technology, project-based hands-on learning, and assessment reform are all interpreted as "Highly Innovative". There is a very strong positive correlation between transformational leadership strategies and the degree of innovativeness exhibited by teachers in public elementary schools which indicates a close relationship between innovative teaching strategies and transformational leadership practices. There is a significant difference in the transformational leadership strategies on educational reforms that influence teachers' innovativeness in public elementary schools with respect to age, sex, number of years in service, work position, and highest educational attainment.

KEYWORDS: *Educational Reform, Educational Framework, Leadership Strategies Teachers' Innovativeness, Transformational Leadership,*

I. INTRODUCTION

Educational reform aims to revitalize education systems to address societal, technological, and global challenges, focusing on curriculum revisions, teaching methods, assessment improvements, and equitable access to quality education. Key areas for reform include teacher preparation, school administration, and resource allocation. The "global education reform movement" (GERM), as described by Fuller and Stevenson (2019), represents a new global education policy orthodoxy characterized by corporate management practices, increased standardization, curriculum narrowing, and high-stakes accountability.

The education sector requires a governance framework to effectively implement policy objectives, but the Philippines' educational reforms have prioritized financial and decentralization issues over other governance responsibilities (Saguin & Ramesh, 2020). The Department of Education is actively revising the K–12 curriculum, yet analysis indicates that the Science, Mathematics, and English curricula may need improvements in areas such as constructive alignment, technology integration, and specificity to align with Education 4.0. These deficiencies could lead to challenges in lesson planning, assessment, and overall educational delivery (Barrot, 2023).

The Philippine government's development program prioritizes educational reform to enhance the quality of education and prepare students for global competition in the 21st century. Key reforms include curriculum improvements, teacher preparation, infrastructure upgrades, and technology integration, aiming for an inclusive and equitable educational system (Barrot, 2023). The Department of Education is actively revising the K–12 curriculum, particularly in Science, Mathematics, and English, to align with Education 4.0, addressing challenges in lesson planning and curriculum delivery (Oxford Business Group, 2022). The Enhanced Education Act of 2013 extended basic education from ten to twelve years, necessitating innovative teaching and transformational leadership among school heads. Transformational leadership, which focuses on performance and commitment, is crucial for effective schools, yet research gaps remain regarding its impact on teacher creativity and educational innovation (Firmansyah et al., 2022; Özdemir et al., 2024). The study aims to explore how transformational

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leadership strategies influence teacher innovativeness in elementary schools amidst educational reforms.

The study utilized Transformational Leadership Theory, as referenced by Kotamena et al. (2020) and advocated by Bass (2006), to explore how transformational educational leaders can inspire educators and students to exceed their perceived limitations. This theory emphasizes fostering intellectual stimulation, developing a shared vision, providing individualized attention, and demonstrating idealized influence. Bass highlights that transformational leaders can motivate teachers and students to achieve more by creating a compelling vision and encouraging critical thinking and innovation. O'Reilly and Chatman (2020) further note that these leaders challenge the status quo and inspire followers toward a better future.

Additionally, the study was anchored in Servant Leadership Theory, as cited by Kainde and Mandagi (2023) and originally proposed by Greenleaf in the 1970s. This framework emphasizes a leader's role as serving others, fostering a positive environment that enhances morale, job satisfaction, and engagement among teachers. Servant leadership promotes trust and collaboration within the educational community and emphasizes the holistic development of students. Overall, the study aimed to investigate how these leadership theories influenced teachers' innovativeness amid educational reforms, focusing on the personal and professional growth of educators.

The study uses the Input-Process-Output (IPO) model to analyze transformational leadership strategies in educational reforms. It includes the profile of respondents, transformational leadership strategies, and inputs such as 21st-century learning skills, personalized learning, technology integration, project-based hands-on learning, and assessment reform. The researcher's process includes questionnaire development, distribution, data collection, interpretation, and recommendations. The proposed output is an educative framework on transformational leadership strategies and teachers' innovativeness, highlighting the influence of these strategies on teachers' dedication and innovation.

The study aimed to identify transformational leadership strategies that enhance teachers' innovativeness in public elementary schools. It involved 232 head teachers, master teachers, and teachers I-III, selected using stratified random sampling. Data was collected through a questionnaire and analyzed using descriptive quantitative methods. Variables included age, sex, work position, years in service, and highest educational attainment. The study also examined teachers' innovativeness in 21st-century learning skills, personalized learning, technology integration, project-based hands-on learning, and assessment reform.

1.1 Statement of the Problem

1. What is the profile of the respondents in terms of age, sex, work position, number of years in the service, and highest educational attainment?
2. What is the composite mean on the transformational leadership strategies on educational reforms that influence teachers' innovativeness in public elementary schools in terms of Emotional Support, Intellectual Stimulation, and Individualized Considerations?
3. What is the composite mean on the level of teachers' innovativeness in public elementary schools with respect to 21st century learning skills, personalized learning, integration of technology, project-based hands-on learning, and assessment reform?
4. Is there a significant relationship between the transformational leadership strategies on educational reforms and the level of teachers' innovativeness in public elementary schools?
5. Is there a significant difference in the transformational leadership strategies on educational reforms that influence teachers' innovativeness in public elementary schools when grouped according to profile?
6. What educational framework may be proposed based on the findings of the study?

2. REVIEW OF RELATED LITERATURE

Ahmed (2021) found that transformational leadership significantly improved teachers' work engagement, supports the findings. Teachers become more engaged with their work when they are given assistance and acknowledged for their contributions, have their future vision clearly defined, are encouraged to approach problems from fresh angles, and have their obstacles reframed. School principals must receive training on how to encourage their instructors, help them visualize the future, and make them more reliant on them. More precisely, professional development courses give principals the abilities and information necessary to inspire and motivate their instructors while fostering the necessary authority and vigor.

The research of Ye, Wang, and Weerasawainon (2024), showed that by forging a collaborative culture, inspiring others to take on leadership roles, and casting a vision for the future, transformational school leaders are crucial in fostering educational innovation and restructuring. Higher goals are encouraged by the dynamic educational system of today for both teachers and students. As a result, the need for competent educational leadership is growing. Leadership and teacher involvement are critical themes for teacher development. They foster good change and growth within the educational system by inspiring and motivating others to strive toward a similar goal through their leadership style.

The study by Purwanto (2020), showed that the elements of transformational leadership—idealized effect, intellectual stimulation, and customized consideration—have a favorable and significant impact on job satisfaction, except inspiring motivation, supports the findings. Second, organizational commitment is not much impacted by the characteristics of transformational leadership—idealized effect, inspirational motivation, and individualized consideration—aside from intellectual stimulation. Third, organizational commitment is positively and significantly impacted by job satisfaction. Fourth, while inspirational motivations do not significantly affect organizational commitment through job satisfaction as a mediator, the dimensions of transformational leadership—

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idealized effect, intellectual stimulation, and individualized consideration—have a positive and significant effect on organizational commitment.

Putri et al. (2023), focuses on the Industrial Revolution 4.0 age in the field of education. One of the main objectives of this research is to help students comprehend digital literacy. The growing professionalism of educators, or instructors, is a significant result of this research that will influence elementary school education quality as we approach the fourth industrial revolution.

Vidergor's (2023) study that instructors' self-innovativeness had a major impact on their distance learning teaching methods, accountability, and self-efficacy. The results show that self-innovativeness was positively correlated with work experience and that more seasoned instructors, who had more life experience, thought they were more creative when implementing and utilizing remote learning than less seasoned teachers. The second conclusion indicated that while professional development influenced teachers' behaviors when teaching remote learning, it did not affect their capacity for self-invention. According to the study, improving teachers' self-innovativeness may positively impact their self-efficacy and accountability and improve the methods of teaching distance learning.

The research conducted by Rachmadtullah et al. (2020), focuses on the difficulties facing elementary schools in the context of the fourth industrial revolution. The study highlights the need for elementary schools to stay up to date with the swift advancement of technology and employ advanced tools like information and communication technology to enhance the educational experience. Furthermore, the 4.0 industrial revolution era's technology usage is anticipated to produce a better generation with strong literacy and mastery of technology, enabling them to compete globally. Additionally, the use of information and communication technology in elementary schools can change the focus of instruction from teacher-centered to student-centered, thereby preparing future generations for success in the 4.0 industrial revolution age.

A study by Napanoy and Peckley (2020), found that although instructors understand classroom evaluation, their methods could be more comprehensive and adequate. According to the findings, the evaluation literacy of public elementary school teachers could be higher. Aside from that, the teachers in public elementary schools demonstrated that they constantly perform evaluations in connection to communication, design, and purpose. Furthermore, teachers' literacy evaluation is unaffected by demographic factors, school type, or teaching experience. Finally, it has been demonstrated that assessment techniques and assessment literacy are connected. As a result, the evaluation showed that it should consider an individual's whole being, with the Teacher serving as the assessor rather than just their performance. Thus, seminars on assessment should be conducted, and postgraduate studies should be encouraged.

Kilag et al. (2024), found agreement on the curriculum's potential to promote students' critical thinking, creativity, and holistic development. However, the study also identified challenges, including resource constraints, educator resistance to change, the need for additional training, the creation of comprehensive support materials, and mechanisms for ongoing monitoring and evaluation. By addressing these issues, policymakers can increase the impact and effectiveness of the Matatag Curriculum, paving the way for developing a more responsive, equitable, and inclusive educational system in the Philippines.

Tshewang and Yanki (2023), revealed that school administrators exhibited high levels of idealized influence, inspiring motivation, individualized concern, and intellectual stimulation, supports the study's conclusions. The findings showed that the principals made considerable use of transformational leadership techniques. Furthermore, Morden's (2024) study revealed a considerable positive association between the educational transformation methods of public elementary school heads and indicators for leadership and management. Further, results from the regression analysis revealed the following have a strong influence of leadership management on educational transformation practices of public elementary school heads:

Ko's (2024) findings that the current study's results, which showed that teachers consistently participate in highly trained transformative behaviors with a significant emphasis on clear communication, ongoing support, coaching, and mentorship. Degree of education and length of service were important variables, suggesting a strong influence on leadership styles and how they affect educators. However, problems like limited resources create obstacles that must be overcome.

II. RESEARCH METHODOLOGY

Research Design

The study employed a descriptive quantitative research design, as outlined by Creswell (2021), which utilizes behavior patterns to understand populations or phenomena through data collection methods such as surveys, interviews, experiments, and observations. This approach aims to characterize a population or phenomenon systematically and is often used to evaluate hypotheses and assess traits or functions (Fluet, 2021). The research focused on the impact of transformational leadership strategies on teachers' innovativeness, using inferential statistics to draw general conclusions from the data. Quantitative data regarding the relationship between transformational leadership strategies and teachers' dedication and innovativeness were collected through a questionnaire.

Population and Sampling

The respondents of the study were 232 public elementary school teachers. They were selected through stratified random sampling technique from the population of public elementary schools in Rodriguez sub-office. They were consisted of 204 teachers I-III, twelve (12) head teachers, and sixteen (16) master teachers.

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Research Instrument

The study used a questionnaire developed by a researcher to collect data on teachers' innovativeness in public elementary schools. The questionnaire was validated by university professors, master teachers, and department heads. It included three parts: the profile of respondents, transformational leadership strategies influencing teachers' innovativeness, and the level of teachers' innovativeness in 21st-century educational reforms. The data was interpreted using a Likert scale.

Data Gathering Procedure

The researcher obtained permission from the superintendent of DepEd Rizal province to conduct a study, which was approved by school heads. Questionnaires were distributed to head teachers, master teachers, and I-III teachers, with a one-week maximum response time. The data was analyzed using SPSS, and the study's results were presented.

Statistical Treatment

The study used statistical treatments to analyze data, including frequency and percentage distributions to identify respondents' profiles, mean and standard deviation to determine transformational leadership strategies influencing teachers' innovativeness in public elementary schools, and Pearson r to determine if there is a significant relationship between these strategies and teachers' innovativeness. A paired t-test was used to compare these strategies based on profile.

Ethical Consideration

The researcher followed ethical procedures, obtaining permission from the Schools Division Superintendent in Rizal, properly citing sources, disseminating clear information, and ensuring data anonymity and confidentiality. Consent letters were sent to respondents and others involved, and an endorsement letter was attached. The researcher addressed potential biases and ethical issues in data collection and analysis.

III. RESULTS AND DISCUSSION

Profile of the Respondents in Terms of Age, Sex, Wok Position, Number of Years in The Service, and Highest Educational Attainment

Table 1 Profile of the Respondents in Terms of Age

	Frequency	Percent
21-30	37	15.9
31-40	47	20.3
41-50	76	32.8
51 and above	72	31.0
Total	232	100.0

Table 1 presents the profile of the respondents in terms of age. The data show that the highest percentage of respondents belong to the 41-50 age range, with a frequency of 76 or 32.8% of the respondents, followed by the age range of 51 and above, with a frequency of 72 or 31.0%. There are 47, or 20.3 % of the respondents with ages ranging from 31 to 40, while the lowest percentage of 37, or 15.9%, belong to the 21-30 age bracket.

The majority of respondents, aged 41 and above, are experienced teachers. Their unique priorities, consumption habits, and perspectives may influence the relevance and effectiveness of the choices or policies made from this data.

Table 2 Profile of the Respondents in Terms of Sex

	Frequency	Percent
Male	148	63.8
Female	84	36.2
Total	232	100.0

Table 2 presents the profile of the respondents in terms of sex. The data reveal that 148, or 63.8%, of the respondents are male, while 84, or 36.2%, of 232 are female. The result indicates that most of the respondents included in the study are male teachers who give viewpoints and experiences, thus indicating a potential gender gap in the teaching profession regarding the effect of transformational leadership on teachers' innovativeness based on gender's different perspectives.

The study reveals a potential gender gap in the teaching profession, with male-oriented perspectives influencing innovation. This imbalance necessitates the development of gender-specific policies to address challenges faced by female teachers, create an inclusive environment, and ensure equal opportunities for innovation and leadership.

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Table 3 Profile of the Respondents in Terms of Work Position

	Frequency	Percent
Teacher I	138	59.5
Teacher II	32	13.8
Teacher III	34	14.7
Head Teacher	12	5.2
Master Teacher	16	6.9
Total	232	100.0

Table 3 presents the profile of the respondents in terms of work position. The table shows that the highest percentage of respondents are Teacher I, with a frequency of 138 or 59.5% of the respondents. Thirty-four (34) or 14.7 % of the respondents are Teacher III, while 32 or 13.8% are Teacher II. There are 16 or 6.9% of the respondents who are Master Teachers, and only 12 or 5.2% of the teachers are Head Teachers.

The study reveals that most teachers hold Teacher I positions and need support to advance to higher roles. This may involve specialized support and professional development opportunities, particularly in teaching innovations. The hierarchical nature of the profession emphasizes the importance of career growth pathways and incentives. The results suggest a need for targeted interventions to promote Teacher I, including explicit career growth pathways and professional training in teaching innovations.

Table 4 Profile of the Respondents in Terms of Number of Years in the Service

	Frequency	Percent
1-5	52	22.4
6-10	68	29.3
11-15	51	22.0
16-20	43	18.5
21-Above	18	7.8
Total	232	100.0

Table 4 presents the profile of the respondents in terms of the number of years in the service. The data show that the highest percentage of respondents rendered service from 6-10 years with a frequency of 68 or 29.3% of the respondents. 52, or 22.4 %, of the respondents rendered service from 1-5 years, while 51, or 22.0%, rendered service from 11-15 years, followed by 43, or 18.5%, of the respondents who rendered service from 16-20 years. The lowest percentage of 18 or 7.8% of the respondents rendered service 21 years and above.

The study indicates that most teachers, aged 6-10, are in their mid-career development, with unique goals, challenges, and professional development demands. Customized support systems are needed to cater to this group and enhance their performance and innovation.

Table 5 Profile of the Respondents in Terms of Highest Educational Attainment

	Frequency	Percent
Bachelor's Degree	33	14.2
With master's degree Unit	137	59.1
Master's Degree Graduate	39	16.8
With Doctorate Degree Units	20	8.6
Doctorate Degree Graduate	3	1.3
Total	232	100.0

Table 5 presents the profile of the respondents in terms of highest educational attainment. The data show that the highest percentage of respondents are with master's degree unit with frequency of 137 or 59.1% of the respondents followed by master's degree graduate with frequency of 39 or 16.8% of the respondents. Thirty-three (33) or 14.2 % of the respondents are

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still in bachelor's degree or not pursuing their post graduate course. Twenty (20) or 8.6% of the respondents have doctorate degree units while the three (3) or 1.3% of the respondents are doctorate degree graduates.

The majority of respondents pursued postgraduate courses, indicating a strong preference for graduate-level coursework. This indicates a commitment to improving knowledge and skills, potentially enhancing instruction quality and student achievement. The study underscores the importance of providing resources and support for ongoing education to maintain this trend and prepare teachers for changing educational needs.

Composite mean on the Transformational Leadership Strategies on Educational Reforms That Influence Teachers' Innovativeness in Public Elementary Schools with Respect to Emotional Aspect, Intellectual Stimulation, and Individualized Considerations

Table 6 Composite table on Transformational Leadership Strategies on Educational Reforms That Influence Teachers' Innovativeness in Public Elementary Schools

	N	Mean	Std. Deviation	Verbal Interpretation
Emotional Aspect	232	3.54	0.47	Always
Individualized Considerations	232	3.52	0.47	Always
Intellectual Stimulation	232	3.51	0.47	Always
Transformational Leadership Strategies	**232**	**3.52**	**0.47**	**Always**

4 3.50 - 4.00 Always 3 2.50 - 3.49 Often 2 1.50 - 2.49 Rarely 1 1.00 - 1.49 Never

Table 6 presents the transformational leadership strategies on educational reforms that influence teachers' innovativeness in public elementary schools concerning emotional aspects, individualized considerations, and intellectual stimulation. The data show that the highest obtained mean of 3.54 refers to the emotional aspect, followed by individualized considerations with a mean of 3.52. In contrast, the lowest obtained mean of 3.51 refers to intellectual stimulation. With an overall mean of 3.52 and a consistent standard deviation of 0.47, the transformational leadership strategies on educational reforms that influence teachers' innovativeness in public elementary schools concerning the emotional aspect, intellectual stimulation, and individualized considerations are all interpreted as "Always."

Teachers believe that transformational leadership strategies, including intellectual stimulation, tailored considerations, and emotional support, are effective in promoting innovation in public elementary schools. Emotional support has a marginally greater impact on teacher innovation, emphasizing the importance of creating a pleasant atmosphere. School leaders should prioritize strong, emotionally supportive connections, individualized mentoring, and compassionate leadership styles to enhance motivation and professional development. Promoting critical thinking and reflecting skills is also crucial for encouraging innovation.

The study by Ahmed (2021) highlights the positive impact of transformational leadership on teachers' work engagement, emphasizing the importance of support, recognition, clear vision, and problem-solving encouragement. It suggests that training for school principals is essential to enhance their ability to motivate and empower teachers. This aligns with findings from Ye, Wang, and Weerasawainon (2024), which stress the role of transformational leaders in promoting educational innovation and restructuring through collaboration and vision-setting. The increasing demands of the modern educational landscape underscore the necessity for effective leadership and teacher engagement to drive positive change and growth within the system.

The study aligns with Purwanto (2020), which indicates that while inspirational motivation does not significantly influence organizational commitment through job satisfaction, other transformational leadership dimensions—idealized effect, intellectual stimulation, and individualized consideration—positively and significantly affect organizational commitment. Additionally, Purwanto's findings suggest that these leadership elements enhance job satisfaction, with the exception of inspirational motivation, and that job satisfaction itself has a significant positive impact on organizational commitment.

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Composite Mean on the Level of Teachers' Innovativeness in Public Elementary Schools with Respect to 21st Century Learning Skills, Personalized Learning, Integration of Technology, Project-Based Hands-On Learning, and Assessment Reform

Table 7 Composite Table on the Level of Teachers' Innovativeness in Public Elementary Schools

	Mean	Std. Deviation	Verbal Interpretation
21st Century Learning Skills	3.53	0.46	Highly Innovative
Personalized Learning	3.54	0.46	Highly Innovative
Integration of Technology	3.53	0.46	Highly Innovative
Project-Based Hands-On Learning	3.54	0.46	Highly Innovative
Assessment Reform	3.52	0.48	Highly Innovative
Level of Teachers' Innovativeness	**3.53**	**0.46**	**Highly Innovative**

4 3.50 - 4.00 Highly Innovation 3 2.50 - 3.49 Moderate Innovative 2 1.50 - 2.49 Less Innovative 1 1.00 - 1.49 Not Innovative

Table 7 presents the level of teachers' innovativeness in public elementary schools with respect to 21st century learning skills, personalized learning, integration of technology, project-based hands-on learning, and assessment reform. The data show that the highest obtained mean of 3.54 refers to personalized learning and project-based hands-on learning, followed by integrating technology and 21st-century learning skills with a mean of 3.53. In contrast, the lowest obtained mean of 3.52 refers to assessment reform. With an overall mean of 3.53 and standard deviation ranging from 0.46-0.48, the level of teachers' innovativeness in public elementary schools concerning 21st-century learning skills, personalized learning, integration of technology, project-based hands-on learning, and assessment reform are all interpreted as “Highly Innovative."

Public elementary school teachers prioritize real-world, multidisciplinary projects and personalized instruction, integrating innovative ideas and technological resources. They focus on project-based, hands-on learning, addressing unique needs and fostering active, experiential learning. The integration of technology and 21st-century skills equips learners for success in the digital age. Assessment reform needs improvement for dynamic, learner-centered evaluation techniques.

The findings align with Putri et al. (2023), emphasizing the importance of digital literacy in education during the Industrial Revolution 4.0 and highlighting the increasing professionalism of educators, which is expected to enhance elementary education quality. Additionally, Vidergor (2023) found that instructors' self-innovativeness significantly affects their distance learning methods, accountability, and self-efficacy. The study revealed a positive correlation between self-innovativeness and work experience, indicating that more experienced teachers feel more creative in remote learning. However, while professional development influenced teaching behaviors, it did not enhance self-innovativeness. Improving teachers' self-innovativeness could positively impact their self-efficacy and accountability in distance learning.

The research by Rachmadtullah et al. (2020) emphasizes the challenges elementary schools face in adapting to the fourth industrial revolution, advocating for the integration of advanced technologies like information and communication technology to improve education. This technological shift is expected to foster a generation proficient in literacy and technology, enhancing their global competitiveness and transitioning instruction from teacher-centered to student-centered approaches. Additionally, findings from Napanoy and Peckley (2020) reveal that while teachers understand classroom evaluation, their methods lack comprehensiveness. The study indicates that public elementary school teachers' evaluation literacy could be improved, and that demographic factors do not significantly influence their assessment practices. It suggests that assessment should encompass the whole individual, with teachers as assessors, and recommends conducting seminars on assessment and promoting postgraduate studies to enhance evaluation literacy.

The findings align with Kilag et al. (2024), highlighting the curriculum's ability to enhance critical thinking, creativity, and holistic development among students. Nonetheless, challenges such as resource limitations, resistance from educators, the necessity for further training, and the development of support materials and evaluation mechanisms were noted. Addressing these challenges could enhance the Matatag Curriculum's effectiveness and contribute to a more equitable educational system in the Philippines.

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Significant Relationship Between the Transformational Leadership Strategies on Educational Reforms and the Level of Teachers' Innovativeness in Public Elementary Schools

Table 8 Correlation Between the Transformational Leadership Strategies on Educational Reforms and the Level of Teachers' Innovativeness in Public Elementary Schools

		LEVEL OF TEACHERS' INNOVATIVENESS
TRANSFORMATIONAL LEADERSHIP STRATEGIES	Pearson Correlation	.906**
	Sig. (2-tailed)	0.000
	N	232

**. Correlation is significant at the 0.01 level (2-tailed).

Table 8 presents the correlation between the transformational leadership strategies on educational reforms and teachers' innovativeness in public elementary schools. The result shows a very strong correlation with Pearson r value of 0.906 and significantly correlated with a p-value of 0.000, which is less than 0.01 significance level. The study reveals a strong positive correlation between transformational leadership strategies and the innovativeness of teachers in public elementary schools. This suggests a close relationship between creative teaching strategies and transformational leadership practices. Effective leadership promotes innovative teaching practices and educational reforms. School administrators who practice transformational leadership can increase the adoption of cutting-edge pedagogies. Funding transformational strategy-focused leadership development programs can improve educational results by creating a supportive atmosphere for teachers to implement new teaching methods, ultimately improving learners' learning outcomes.

Tshewang and Yanki (2023) found that school administrators demonstrated high levels of transformational leadership qualities, such as idealized influence and motivation. This aligns with Morden's (2024) findings, which indicated a significant positive relationship between the leadership practices of public elementary school heads and educational transformation indicators. Additionally, regression analysis highlighted the strong impact of leadership management on the educational transformation practices of these school heads.

Significant Difference in the Transformational Leadership Strategies on Educational Reforms that Influence Teachers' Innovativeness in Public Elementary Schools When Grouped According to Profile

Table 9 Test of Significant Difference in the Transformational Leadership Strategies on Educational Reforms that Influence Teachers' Innovativeness in Public Elementary Schools When Grouped According to Profile

	t	df	Sig. (2-tailed)	Decision	Remarks
Sex - Transformational Leadership Strategies	-50.884	231	0.000	Reject	Significant
Age - Transformational Leadership Strategies	-9.323	231	0.000	Reject	Significant
Number Of Years In Service - Transformational Leadership Strategies	-10.330	231	0.000	Reject	Significant
Work Position - Transformational Leadership Strategies	-19.436	231	0.000	Reject	Significant
Highest Educational Attainment - Transformational Leadership Strategies	-19.767	231	0.000	Reject	Significant

Table 9 presents the test of significant difference in the transformational leadership strategies on educational reforms that influence teachers' innovativeness in public elementary schools when grouped according to profile. The data reveal that the p-value of 0.000 is less than 0.05 level of significance. The values indicate that the null hypothesis is rejected. Thus, there is a significant difference in the transformational leadership strategies on educational reforms that influence teachers' innovativeness in public elementary schools concerning age, sex, number of years in service, work position, and highest educational attainment.

The study reveals that transformational leadership strategies significantly impact teachers' innovativeness in public elementary schools, depending on factors like age, sex, years in service, work position, and educational attainment. The null hypothesis is rejected, indicating that different teacher groups may react differently to these strategies. The data suggests that school administrators should implement differentiated strategies considering diverse profiles to fully utilize teachers' creative potential. Less experienced teachers may benefit from more autonomy, while younger teachers or those with fewer years of service may need more professional development opportunities. Considering variables like gender, occupation, and education level can create more persuasive leadership interventions. Investing in leadership development programs can improve educational outcomes.

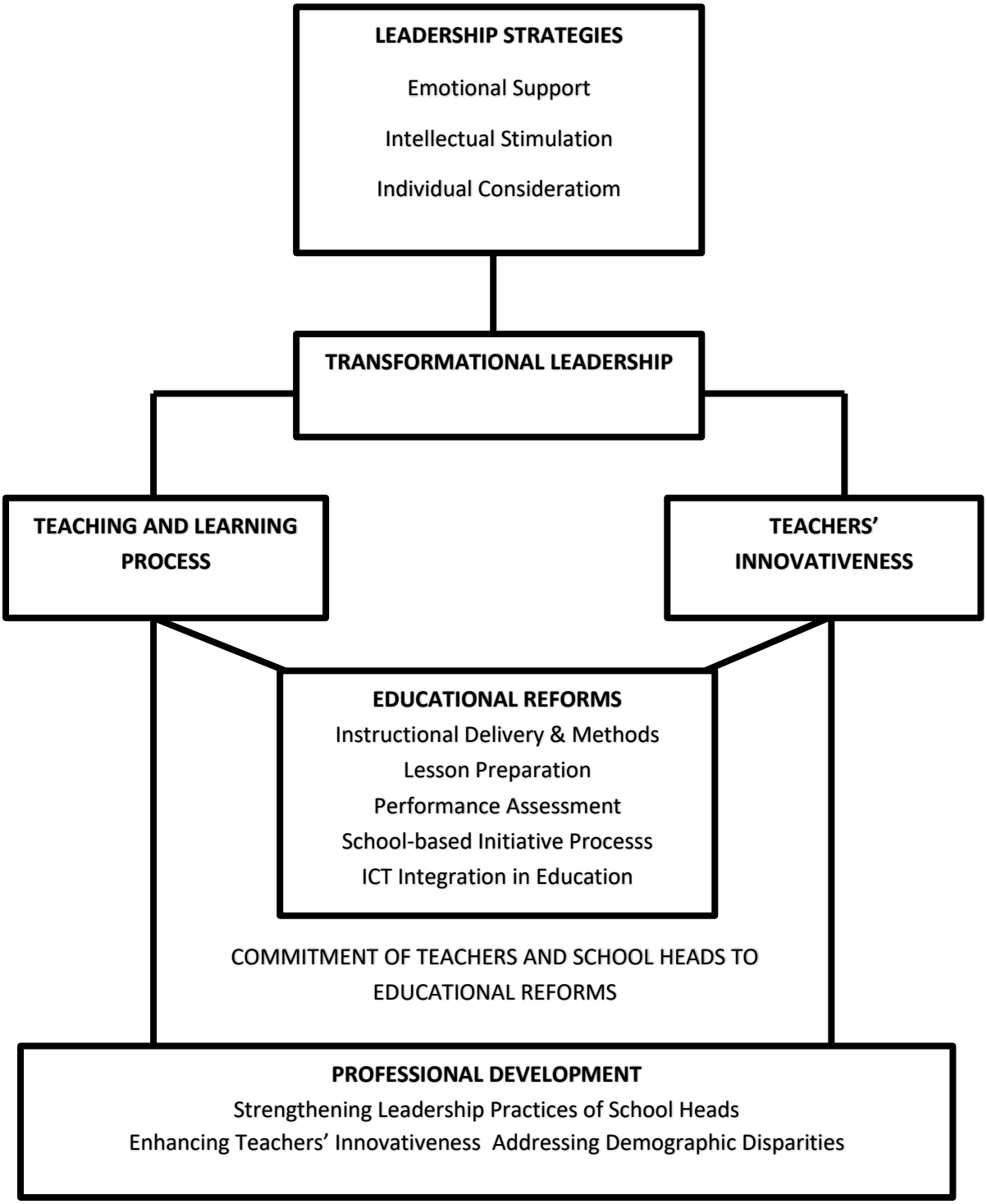
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The study's findings align with Ko's (2024) research, highlighting that teachers engage in transformative behaviors focused on clear communication, support, coaching, and mentorship. It also notes that education level and service length significantly impact leadership styles and their effects on educators, while limited resources pose challenges that need addressing.

Action plan may be developed based on the findings of the study Educational Reform Framework on Transformational Leadership Practices and Teachers' Innovativeness

I. RATIONALE

School heads consistently use transformational leadership strategies to enhance teachers' innovativeness in public elementary schools. These strategies include emotional support, intellectual stimulation, and individualized considerations. Teachers perceive these strategies as effective. However, the study suggests that educational reforms should be tailored to specific demographic characteristics, such as male teachers aged 41 and above, Teacher I positions, and mid-career experience. Consistent application of these practices could lead to innovative teaching methods.



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The Education Reform Framework promotes transformational leadership strategies in educational institutions to foster creativity in teachers. It requires school leaders to create a system that promotes 21st-century teaching methods and equal opportunities for creativity and professional development. The framework aims to create a cohesive system that fosters creativity, prepares teachers for success in a changing learning environment, and ensures that innovation and professional development are interconnected through customized teacher support and leadership techniques.

IV. CONCLUSION

The study reveals that most teachers in public elementary schools are male, aged 41 and above, and hold a Teacher I position. They believe that transformational leadership strategies, such as intellectual stimulation, tailored considerations, and emotional support, are effective in encouraging innovation among teachers. The level of teachers' innovativeness in 21st-century learning skills, personalized learning, technology integration, project-based hands-on learning, and assessment reform is highly innovative. A strong positive correlation exists between transformational leadership strategies and the level of innovativeness exhibited by teachers. However, there is a significant difference in the impact of transformational leadership strategies on teachers' innovativeness when categorized by age, sex, number of years in service, work position, and highest educational attainment. The study suggests an educational reform framework based on these findings to improve teachers' innovativeness in public elementary schools.

The study concludes that public elementary school teachers often pursue their studies after five years in service and apply for promotion. School heads consistently use transformational leadership strategies, focusing on emotional support, intellectual stimulation, and individualized considerations, to enhance their innovation and creativity. Teachers demonstrate high innovativeness and commitment to real-world projects, and the impact of these strategies varies significantly among factors like age, sex, work position, years in service, and educational attainment.

The study recommends that public elementary school teachers can improve their professional status from five years to apply for promotions. School heads should implement transformational leadership strategies, emphasizing emotional support, intellectual stimulation, and individualized consideration. Teachers should involve students in real-world projects and individualized instruction to maintain their innovativeness. School heads should customize these strategies to address diverse needs based on factors like age, sex, work position, years in service, and educational attainment.

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