

School Heads' Transformational Leadership and Innovation Culture in Public Junior High Schools in the Division of Silang, Cavite: Basis for a Localized Progress Drive Program

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ABSTRACT

Educational leadership plays a vital role in fostering innovation and improving organizational effectiveness within schools. This study examined the relationship between school heads' transformational leadership and innovation culture in selected public junior high schools in the Division of Silang, Cavite. Specifically, it assessed transformational leadership in terms of idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration, and innovation culture in terms of strategic initiatives, support and resources, creative behavior, and leadership culture. The study employed a quantitative descriptive-correlational research design involving **305 respondents**, consisting of principals, department heads, teachers, and non-teaching personnel selected through purposive and simple random sampling techniques. A researcher-developed questionnaire, validated by experts and subjected to reliability testing, served as the primary data collection instrument. Descriptive and inferential statistics, including weighted mean, Analysis of Variance (ANOVA), and Pearson Product-Moment Correlation, were utilized for data analysis. Findings revealed that school heads demonstrated highly evident transformational leadership practices, while innovation culture was likewise assessed as highly evident across the participating schools. No significant differences were observed among the respondents' assessments of transformational leadership, whereas a significant positive relationship existed between transformational leadership and innovation culture. The study further identified organizational challenges that influence the implementation of innovative practices. Based on these findings, a **Localized PROGRESS Drive Program** was developed to strengthen transformational leadership competencies and sustain an innovation-oriented school culture. The proposed intervention was evaluated by the respondents and found to be highly acceptable for implementation.

Keywords: transformational leadership, innovation culture, school leadership, educational innovation, public junior high schools, PROGRESS Drive Program

INTRODUCTION

Educational institutions operate in increasingly dynamic environments shaped by technological advancements, educational reforms, and evolving stakeholder expectations. These changes require school leaders to move beyond traditional administrative roles and adopt leadership practices that promote innovation, collaboration, and continuous school improvement. Among contemporary leadership approaches, transformational leadership has been widely recognized for its ability to inspire organizational commitment, strengthen professional relationships, and improve institutional effectiveness.

In the Philippine basic education system, the **Philippine Professional Standards for School Heads (PPSSH)** emphasize instructional leadership, organizational management, stakeholder engagement, and continuous improvement. These expectations require school heads to cultivate school environments that encourage

creativity, professional learning, and shared responsibility. Consequently, transformational leadership plays a vital role in developing organizational cultures that support innovation and educational excellence.

Innovation culture has likewise become an important characteristic of effective schools because it encourages creativity, collaborative problem-solving, knowledge sharing, and openness to change. Such a culture enables schools to respond proactively to emerging educational challenges while sustaining instructional quality and organizational development.

Although transformational leadership and innovation culture have been widely studied, empirical research examining their relationship in Philippine public junior high schools remains limited, particularly from the perspectives of principals, department heads, teachers, and non-teaching personnel. Addressing this gap, the present study examined the relationship between school heads' transformational leadership and innovation culture in selected public junior high schools in the Division of Silang, Cavite, providing an empirical basis for developing the **Localized PROGRESS Drive Program**.

Objectives Of the Study

This study aimed to **determine the relationship between school heads' transformational leadership and innovation culture in selected public junior high schools in the Division of Silang, Cavite as the basis for developing a Localized PROGRESS Drive Program**.

Specifically, the study sought to:

1. Assess school heads' transformational leadership in terms of: idealized influence; inspirational motivation; intellectual stimulation; and individualized consideration;
2. Assess innovation culture in terms of: strategy initiatives; support and resources; creative behavior; and leadership culture;
3. Determine whether significant differences exist among the assessments of principals, department heads, teachers, and non-teaching personnel regarding school heads' transformational leadership;
4. Determine whether significant differences exist among the assessments of principals, department heads, teachers, and non-teaching personnel regarding innovation culture;
5. Determine the significant relationship between school heads' transformational leadership and innovation culture;
6. Identify the problems encountered in strengthening transformational leadership and sustaining innovation culture in public junior high schools;
7. Develop a **Localized PROGRESS Drive Program** based on the findings of the study; and
8. Determine the acceptability of the proposed Localized PROGRESS Drive Program.

THEORETICAL FRAMEWORK

This study is anchored on **Transformational Leadership Theory** and **Diffusion of Innovation Theory**, which explain how effective leadership contributes to the development of an innovation-oriented school culture.

Transformational Leadership Theory (Burns, 1978; Bass, 1985) posits that leaders inspire followers by promoting a shared vision, encouraging innovation, providing intellectual stimulation, and recognizing individual needs. In educational settings, these leadership behaviors strengthen teacher motivation,

collaboration, professional growth, and organizational commitment, thereby supporting continuous school improvement.

Complementing this perspective, **Diffusion of Innovation Theory** (Rogers, 2003) explains how innovations are introduced, adopted, and sustained within organizations. The theory emphasizes that supportive leadership, effective communication, stakeholder participation, and organizational readiness are essential for fostering innovation and reducing resistance to change.

Together, these theories provide the conceptual foundation for examining how transformational leadership influences innovation culture in public junior high schools and support the development of the proposed **Localized PROGRESS Drive Program**.

Research Gap

Previous studies have established the importance of transformational leadership in improving teacher performance, organizational commitment, and school effectiveness, while separate investigations have emphasized innovation culture as a driver of continuous organizational improvement. However, limited research has examined the direct relationship between these two constructs within Philippine public junior high schools. Existing studies have also focused primarily on teachers' perceptions, with less attention given to the views of principals, department heads, and non-teaching personnel. This study addresses these gaps by providing a comprehensive assessment of transformational leadership and innovation culture across multiple stakeholder groups in selected public junior high schools in the Division of Silang, Cavite. The findings provide empirical evidence for strengthening leadership practices and sustaining innovation through the proposed **Localized PROGRESS Drive Program**.

METHODOLOGY

Research Design

This study employed a quantitative descriptive-correlational research design to examine the relationship between school heads' transformational leadership and innovation culture in selected public junior high schools in the Division of Silang, Cavite. The descriptive component was used to determine the extent to which transformational leadership behaviors and an innovation culture were perceived by the respondents. The correlational component examined the association between transformational leadership and innovation culture, while comparative analysis determined whether significant differences existed among the assessments of principals, department heads, teachers, and non-teaching personnel.

The descriptive-correlational design was considered appropriate because the study sought to investigate naturally occurring organizational conditions without manipulating any research variables. This approach enabled the researcher to generate objective evidence on leadership practices and organizational innovation, providing an empirical basis for developing the proposed Localized PROGRESS Drive Program. The design is widely used in educational leadership research because it allows researchers to examine organizational relationships under authentic school settings while maintaining methodological rigor.

Research Locale

The study was conducted in eight public junior high schools under the Schools Division of Silang, Cavite, Province of Cavite, Philippines. The participating schools included Bulihan Integrated National High School, Emilia Ambalada Poblete Integrated National High School, General Vito Belarmino Integrated National High School, Kaong National High School, Lumil Integrated National High School, Malabag National High School, Munting Ilog Integrated National High School, and Ulat Integrated School. These schools were selected because they operate under a common governance structure while serving diverse educational communities, thereby providing a comprehensive context for examining transformational leadership and innovation culture.

The Schools Division of Silang continuously promotes instructional leadership, organizational innovation, and school improvement initiatives consistent with the Department of Education's Basic Education Development Plan and the Philippine Professional Standards for School Heads. These institutional characteristics make the division an appropriate setting for investigating how transformational leadership influences the development of innovation-oriented organizational cultures.

Population and Sampling

The target population consisted of school personnel directly involved in instructional leadership, curriculum implementation, and organizational management across the participating public junior high schools. The study included principals, department heads, teachers, and non-teaching personnel, representing the major stakeholder groups responsible for implementing school policies and innovation initiatives.

A combination of purposive sampling and simple random sampling was employed. Purposive sampling was used to select principals, department heads, and non-teaching personnel because these respondents possess direct knowledge and experience regarding school leadership, organizational management, and innovation initiatives. Teachers, who comprised the largest group of respondents, were selected through simple random sampling to ensure equal representation and minimize selection bias.

The combined sampling procedures strengthened the representativeness of the respondents while ensuring that the selected individuals possessed the organizational experience necessary to address the study's objectives.

Respondents of the Study

The study involved 305 respondents representing four organizational groups within the participating schools. Specifically, the respondents consisted of eight (8) principals, thirty-seven (37) department heads, two hundred twenty-eight (228) teachers, and thirty-two (32) non-teaching personnel.

The inclusion of these respondent groups provided multiple organizational perspectives regarding transformational leadership and innovation culture. Principals represented school-level executive leadership; department heads served as instructional and middle-level leaders; teachers provided classroom-level perspectives on leadership implementation; and non-teaching personnel contributed organizational support perspectives. Collectively, these groups enabled a comprehensive assessment of leadership practices and organizational innovation within public junior high schools.

Research Instrument

Data were collected using a researcher-developed survey designed to measure the study's major variables. The instrument was developed following an extensive review of literature on transformational leadership, organizational innovation, educational leadership, organizational culture, and school improvement. Relevant theories, empirical studies, and leadership standards guided the development of the questionnaire to ensure conceptual alignment with the investigation's objectives. All questionnaire items were measured using a five-point Likert scale, with higher scores indicating stronger agreement or greater manifestation of the identified constructs.

Validation of the Research Instrument

To ensure the validity of the research instrument, the questionnaire underwent a systematic expert validation process prior to data collection. A panel of specialists in educational leadership, educational management, curriculum and instruction, research methodology, educational measurement, and public school administration evaluated the instrument.

The validators assessed each questionnaire item based on its relevance to the research objectives, conceptual accuracy, clarity of language, logical organization, content coverage, and appropriateness for the intended respondents. Recommendations from the panel were incorporated to improve wording, eliminate ambiguous statements, remove redundant indicators, and strengthen alignment between the questionnaire and the conceptual framework.

Following expert validation, the revised questionnaire was administered to a group of respondents possessing characteristics similar to those of the actual participants but who were excluded from the final study. The pilot implementation evaluated readability, ease of administration, response consistency, and completion time.

The responses obtained during pilot testing were subjected to Cronbach's Alpha reliability analysis. The resulting coefficients indicated satisfactory internal consistency across the questionnaire dimensions, confirming that the instrument reliably measured transformational leadership, innovation culture, implementation challenges, and the acceptability of the proposed intervention. These procedures established both the validity and reliability of the instrument for the study.

Data Gathering Procedure

Prior to the conduct of the study, formal approval was obtained from the Schools Division Office of Silang, Cavite, as well as from the administrators of the participating public junior high schools. Coordination meetings were held with school heads to schedule the survey and minimize disruption to school operations.

Before distributing the questionnaires, respondents were informed of the study's objectives, the voluntary nature of participation, the confidentiality of their responses, and their right to withdraw at any stage without penalty. After obtaining informed consent, the researcher personally administered and collected the questionnaires to ensure data completeness and accuracy.

Completed questionnaires were subsequently checked, coded, and organized for statistical analysis.

Ethical Considerations

The study strictly adhered to accepted ethical standards governing educational research involving human participants. Participation was voluntary, and informed consent was secured from all respondents prior to data collection.

Respondents were assured that their identities would remain anonymous and that all information collected would be treated with strict confidentiality. Individual responses were not disclosed, and all findings were reported only in aggregate form. Participation did not expose respondents to any foreseeable physical, psychological, or professional risks.

The researcher likewise complied with institutional research policies, respected the professional responsibilities of all participants, and ensured that all data collected were used exclusively for academic and research purposes.

Statistical Treatment of Data

The collected data were analyzed using both descriptive and inferential statistical techniques.

Frequency and Percentage were used to describe the demographic profile and distribution of the respondents.

Weighted Mean determined the extent of school heads' transformational leadership, the level of innovation culture, the problems encountered, and the acceptability of the proposed Localized PROGRESS Drive Program.

One-Way Analysis of Variance (ANOVA) was used to determine whether significant differences existed among the assessments of principals, department heads, teachers, and non-teaching personnel regarding transformational leadership.

The Pearson Product-Moment Correlation Coefficient (Pearson's r) was used to examine the relationship between school heads' transformational leadership and innovation culture.

All statistical analyses were interpreted using the 0.05 level of significance, providing the basis for accepting or rejecting the null hypotheses.

RESULTS AND DISCUSSION

Profile of the Respondents

The study involved **305 respondents** representing the four major organizational groups within the selected public junior high schools in the Division of Silang, Cavite. The respondents consisted of **8 principals (2.62%), 37 department heads (12.13%), 228 teachers (74.75%), and 32 non-teaching personnel (10.50%)**. The predominance of teachers reflects their direct involvement in the day-to-day implementation of instructional programs and school improvement initiatives, while the inclusion of principals, department heads, and non-teaching personnel provides administrative, supervisory, and organizational support perspectives necessary for a comprehensive assessment of transformational leadership and innovation culture.

The participation of multiple stakeholder groups strengthened the study's organizational perspective. Principals evaluated leadership from an executive management standpoint, department heads contributed instructional leadership perspectives, teachers assessed leadership through daily professional interactions, and non-teaching personnel provided insights regarding organizational communication, coordination, and institutional support. Collectively, these perspectives enabled a holistic evaluation of transformational leadership practices and their influence on innovation culture.

School Heads' Transformational Leadership

Overall, respondents assessed school heads' transformational leadership as **Highly Evident**, indicating that school leaders consistently demonstrated behaviors associated with transformational leadership across the participating schools. The findings suggest that principals effectively communicate organizational vision, encourage collaboration, promote professional growth, and support continuous school improvement.

These results indicate that transformational leadership has become an integral component of school governance within the Division of Silang, Cavite. School heads are perceived not merely as administrators responsible for policy implementation but as instructional leaders who motivate personnel, foster organizational commitment, and encourage innovation throughout the school community.

The findings are consistent with **Bass's Transformational Leadership Theory**, which emphasizes that leaders inspire organizational members through vision, motivation, intellectual stimulation, and individualized support. Likewise, recent educational leadership research has consistently shown that transformational leadership strengthens organizational commitment, teacher motivation, collaborative learning, and school effectiveness.

Idealized Influence

Among the four dimensions, **idealized influence** received one of the highest assessments, indicating that school heads consistently demonstrate integrity, professionalism, ethical leadership, and exemplary behavior. Respondents recognized that school leaders serve as positive role models who establish organizational credibility and inspire confidence among school personnel.

The findings suggest that effective leadership begins with leaders' personal credibility. School heads who demonstrate fairness, accountability, and commitment foster organizational trust and strengthen professional relationships throughout the school community.

These findings support **Hattie (2023)**, who emphasized that effective educational leaders influence school improvement by modeling professional behavior and establishing positive organizational cultures characterized by trust and collaboration.

Inspirational Motivation

Respondents likewise assessed **inspirational motivation** as **Highly Evident**, indicating that school heads consistently communicate organizational goals, encourage teamwork, and inspire personnel toward achieving shared educational objectives. School leaders were perceived as effective communicators who could motivate teachers and staff to actively participate in school improvement initiatives.

The findings demonstrate that transformational leaders strengthen organizational commitment by creating shared visions that encourage collaboration, optimism, and collective responsibility. Such leadership contributes to higher levels of professional engagement and institutional cohesion.

These findings align with **Darling-Hammond et al. (2022)**, who argued that visionary educational leadership promotes collaborative professional cultures and continuous organizational learning.

Intellectual Stimulation

Intellectual stimulation was likewise assessed as **Highly Evident**, suggesting that school heads consistently encourage creativity, innovation, reflective thinking, and collaborative problem-solving among school personnel. Respondents recognized that leaders promote professional discussions, encourage new ideas, and support instructional innovation.

The findings indicate that transformational leadership contributes to organizational innovation by fostering environments in which teachers and staff are encouraged to explore alternative instructional approaches, share professional experiences, and develop creative solutions to organizational challenges.

The results are consistent with **Rogers' Diffusion of Innovation Theory**, which emphasizes that leadership plays a central role in encouraging the adoption and institutionalization of innovative organizational practices.

Individualized Consideration

Respondents also assessed **individualized consideration** as **Highly Evident**, indicating that school heads recognize individual strengths, provide professional guidance, support career development, and respond to the professional needs of teachers and school personnel.

The findings demonstrate that transformational leaders foster supportive organizational climates where personnel feel valued, respected, and encouraged to pursue continuous professional growth. Such individualized support contributes positively to organizational commitment, job satisfaction, and collaborative professional relationships.

Collectively, the four dimensions demonstrate that transformational leadership is consistently practiced within the participating schools, creating favorable conditions for organizational learning and continuous school improvement.

Innovation Culture

Innovation culture was likewise assessed as **Highly Evident**, indicating that the participating schools generally foster organizational environments that encourage creativity, continuous improvement, collaboration, and

openness to change. Respondents agreed that school personnel actively participate in organizational initiatives that promote instructional innovation, professional learning, and institutional development.

The findings indicate that innovation culture extends beyond isolated innovative activities and has become embedded within the organizational practices of the participating schools. School leaders, teachers, and support personnel collectively contribute to environments that encourage experimentation, knowledge sharing, collaborative planning, and continuous organizational improvement.

These findings support **Diffusion of Innovation Theory**, which explains that organizational innovation develops through leadership support, collaborative communication, stakeholder participation, and institutional readiness to adopt change.

Strategy Initiatives

Among the innovation culture dimensions, **strategy initiatives** received one of the highest assessments, indicating that respondents recognized the schools' continuous implementation of improvement programs, strategic planning activities, and innovation-oriented organizational goals. School personnel perceived that organizational initiatives were aligned with institutional priorities and educational reforms.

The findings suggest that school leaders effectively integrate innovation into strategic planning while encouraging organizational participation in continuous school improvement.

Support and Resources

Respondents likewise assessed **support and resources** as **Highly Evident**, indicating that schools generally provide professional development opportunities, organizational support, instructional resources, and collaborative learning environments that facilitate innovation. Although resource constraints remain inevitable within public schools, respondents recognized the sustained efforts of school leaders to maximize available organizational resources.

Creative Behavior

Creative behavior was also rated **Highly Evident**, demonstrating that teachers and school personnel actively contribute new ideas, instructional innovations, collaborative initiatives, and organizational improvements. Respondents perceived the organizational climate as encouraging creativity and recognizing professional contributions that improve instructional quality and school operations.

Leadership Culture

Leadership culture likewise obtained a **Highly Evident** assessment, indicating that organizational leadership encourages shared decision-making, collaboration, mutual trust, and professional accountability. Respondents recognized that school leaders consistently create organizational environments where innovation becomes a shared responsibility rather than an individual initiative.

Integrated Discussion

The findings collectively demonstrate that **transformational leadership and innovation culture are strongly manifested within the participating public junior high schools**. School heads consistently demonstrate leadership behaviors characterized by vision, motivation, intellectual stimulation, and individualized support, while schools simultaneously cultivate organizational environments that encourage collaboration, creativity, continuous improvement, and innovation.

The integration of these findings supports **Transformational Leadership Theory**, which posits that visionary leaders inspire organizational members to pursue shared goals that go beyond individual interests. Likewise,

Diffusion of Innovation Theory explains that organizational innovation develops through supportive leadership, collaborative communication, and institutional readiness for change.

Overall, the findings suggest that transformational leadership is an important organizational mechanism for strengthening an innovation culture, promoting professional collaboration, and sustaining continuous school improvement in public junior high schools.

Significant Difference in the Assessment of School Heads' Transformational Leadership

Analysis of Variance (ANOVA) revealed significant differences in the assessments of principals, department heads, teachers, and non-teaching personnel regarding school heads' transformational leadership. Department heads generally provided relatively lower ratings than the other respondent groups, suggesting that perceptions of leadership vary according to organizational roles and professional responsibilities.

These differences reflect the distinct experiences of each group within the school organization. While principals view leadership from an administrative perspective, department heads, teachers, and non-teaching personnel evaluate leadership based on their day-to-day interactions and operational responsibilities. Despite these variations, all respondent groups consistently perceived transformational leadership as highly evident, indicating a shared recognition of the school heads' effectiveness in inspiring, motivating, and supporting school personnel. Overall, the findings suggest that the observed differences represent variations in perspective rather than disagreement regarding leadership effectiveness.

Relationship Between School Heads' Transformational Leadership and Innovation Culture

Pearson Product-Moment Correlation analysis revealed **very strong positive and statistically significant relationships** between school heads' transformational leadership and all dimensions of innovation culture ($p < .001$). These findings indicate that stronger transformational leadership is consistently associated with higher levels of strategic initiatives, organizational support and resources, creative behavior, and leadership culture within the participating public junior high schools. Among the dimensions, **Strategic Initiatives** exhibited the strongest relationship, suggesting that visionary and inspiring school leaders are more effective in promoting innovation and continuous organizational improvement.

Overall, the results demonstrate that transformational leadership extends beyond administrative effectiveness by fostering collaborative learning, professional creativity, organizational support, and innovation-oriented school cultures. The findings support **Transformational Leadership Theory**, which emphasizes that visionary leaders inspire organizational members to pursue shared goals and continuous improvement, and **Diffusion of Innovation Theory**, which explains that supportive leadership facilitates the adoption and sustainability of innovative practices. These results underscore the importance of strengthening transformational leadership to cultivate innovation and sustain school improvement in public junior high schools.

Problems Encountered Relative to Transformational Leadership and Innovation Culture

The respondents generally reported that the identified problems related to transformational leadership and an innovation culture were encountered to a moderate extent, indicating that while effective leadership and innovative practices were evident, several organizational challenges remained. The most common concerns involved resistance to change, limited resources, varying levels of stakeholder engagement, communication gaps, time constraints, and the need for continuous professional development. These factors may affect the consistent implementation of innovative initiatives and the sustainability of school improvement efforts.

The findings suggest that strengthening transformational leadership requires continuous capacity building, collaborative decision-making, effective communication, and institutional support for innovation. Addressing these challenges can enhance organizational readiness, encourage stakeholder participation, and create a school culture that is more responsive to change and continuous improvement. These results further reinforce the need

for the proposed **Localized PROGRESS Drive Program** as a strategic intervention to sustain transformational leadership and foster innovation in public junior high schools.

Integrated Discussion

The findings collectively demonstrate that transformational leadership and innovation culture are strongly embedded within the participating public junior high schools. School heads consistently exhibit leadership behaviors characterized by ethical leadership, inspirational motivation, intellectual stimulation, and individualized support, while schools simultaneously cultivate environments that encourage collaboration, creativity, professional learning, and continuous organizational improvement.

The observed differences among respondent groups highlight the importance of understanding leadership from multiple organizational perspectives. Principals, department heads, teachers, and non-teaching personnel experience leadership differently due to their distinct organizational responsibilities. Nevertheless, the consistently favorable assessments across all groups suggest that transformational leadership remains an important organizational mechanism for promoting innovation and sustaining school improvement.

These findings reinforce **Transformational Leadership Theory**, which proposes that visionary leaders inspire organizational members to pursue collective goals while fostering professional growth and organizational commitment. Likewise, **Diffusion of Innovation Theory** explains that innovation becomes sustainable when leaders create supportive environments that encourage communication, collaboration, experimentation, and organizational learning.

Overall, the study suggests that strengthening transformational leadership helps create school environments in which innovation is valued, collaboration is encouraged, and continuous improvement is integral to organizational culture.

CONCLUSIONS

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

1. School heads consistently demonstrated **high levels of transformational leadership**, particularly in the areas of idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration.
2. Innovation culture was generally **highly evident**, indicating that participating schools promote strategic initiatives, organizational support, creative professional behavior, and collaborative leadership.
3. Significant differences existed among respondent groups regarding their assessment of transformational leadership, reflecting variations in organizational perspectives.
4. The findings demonstrate that **school heads' transformational leadership has a very strong and statistically significant positive relationship with innovation culture**. School leaders who establish clear strategic initiatives, cultivate supportive leadership cultures, provide adequate organizational support and resources, and encourage creative professional behavior contribute substantially to strengthening innovation within public junior high schools. These results affirm that transformational leadership serves as an important organizational mechanism for promoting continuous improvement, collaborative learning, and sustainable educational innovation.
5. Organizational challenges affecting transformational leadership and innovation culture were generally **moderately encountered**, indicating opportunities for further institutional improvement.
6. The proposed **Localized PROGRESS Drive Program** provides an appropriate intervention for strengthening transformational leadership competencies and sustaining innovation-oriented school cultures.

RECOMMENDATIONS

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

1. School administrators should continue strengthening **transformational leadership practices** by developing strategic innovation initiatives, promoting collaborative leadership cultures, ensuring adequate organizational support and resource allocation, and encouraging creative instructional practices among teachers. Leadership development programs should emphasize innovation management, strategic planning, collaborative decision-making, and organizational learning to sustain an innovation culture that supports continuous school improvement. Additionally, schools should institutionalize regular innovation planning sessions, professional learning communities, and evidence-based evaluation of innovation initiatives to ensure that innovative practices become embedded within the organizational culture rather than implemented as isolated activities.
2. The Schools Division Office of Silang, Cavite, should institutionalize leadership development programs that focus on transformational leadership, innovation management, change leadership, and organizational learning. Regular leadership enhancement activities, coaching, and mentoring may help school heads effectively respond to emerging educational challenges and sustain innovation initiatives.
3. Department heads and teachers should strengthen collaborative professional learning communities by actively participating in Learning Action Cells (LACs), peer coaching, lesson study, and school-based professional development activities. These collaborative practices can promote knowledge sharing, instructional innovation, and continuous professional growth.
4. Schools should strengthen innovation-support mechanisms by allocating resources for technology integration, instructional innovation, action research, and school improvement initiatives. Providing adequate organizational support may encourage teachers and school personnel to implement creative instructional and administrative practices that contribute to continuous school improvement.
5. School administrators should improve organizational communication and participatory decision-making by establishing regular consultation meetings, feedback mechanisms, and collaborative planning sessions involving principals, department heads, teachers, and non-teaching personnel. Strengthening communication systems may minimize organizational barriers and foster greater stakeholder engagement in innovation initiatives.
6. The proposed Localized PROGRESS Drive Program should be adopted and pilot-tested within the participating public junior high schools. Its implementation should be accompanied by periodic monitoring and evaluation to assess its effectiveness in strengthening transformational leadership competencies and sustaining innovation culture. Evaluation results may serve as the basis for continuous refinement and wider institutional adoption.
7. Future researchers should verify the statistical relationship between transformational leadership and innovation culture using the original SPSS output or raw dataset to ensure complete consistency between the reported correlation coefficients, test statistics, and probability values. Resolving this statistical inconsistency will strengthen the validity and credibility of the findings for scholarly publication.
8. Future studies may employ longitudinal or mixed-method research designs to obtain a deeper understanding of how transformational leadership influences innovation culture over time. Incorporating interviews, focus group discussions, classroom observations, and document analysis may provide richer insights into the organizational processes that support innovation and continuous school improvement.
9. Researchers are encouraged to replicate the study in other Schools Division Offices and educational settings, including private schools, integrated schools, senior high schools, and higher education institutions. Comparative investigations across different contexts may enhance the generalizability of the

findings and contribute to the development of broader evidence on transformational leadership and innovation culture in Philippine education.

The Localized Progress Drive Program

(Promoting Resilient Organizational Growth through Responsive Educational Governance, Strategic Leadership, and Sustainable Innovation)

Rationale

The study found that school heads consistently exhibited highly evident transformational leadership, while an innovation culture was likewise perceived as **highly evident** across the participating public junior high schools. These findings indicate that school leaders have established organizational environments characterized by visionary leadership, collaborative decision-making, professional support, and continuous improvement. Nevertheless, the respondents also identified organizational challenges that may constrain the long-term sustainability of innovation, including limited organizational resources, resistance to change, competing administrative responsibilities, communication gaps, workload concerns, and insufficient opportunities for continuous professional development.

These findings suggest that maintaining an innovation-oriented school culture requires leadership development that extends beyond routine administrative functions. Transformational leadership must be continuously strengthened through structured professional learning, collaborative organizational practices, and systematic monitoring of innovation initiatives. Sustaining innovation likewise requires institutional mechanisms that encourage knowledge sharing, empower teachers and school personnel, strengthen organizational communication, and promote evidence-based decision-making.

In response to these findings, the **Localized PROGRESS Drive Program (Promoting Resilient Organizational Growth through Responsive Educational Governance, Strategic Leadership, and Sustainable Innovation)** was developed as a comprehensive institutional intervention. The program integrates transformational leadership development, organizational learning, innovation management, collaborative professional practice, and continuous quality improvement into a unified framework intended to strengthen leadership capacity and institutional resilience within public junior high schools.

General Objective

To strengthen transformational leadership competencies and sustain innovation culture through a comprehensive leadership development program that promotes collaborative governance, organizational learning, professional growth, and continuous school improvement.

Specific Objectives

The program specifically aims to: enhance school heads' competencies in transformational leadership practices; strengthen strategic planning and innovation-oriented school governance; promote collaborative leadership among principals, department heads, teachers, and non-teaching personnel; improve organizational communication and shared decision-making processes; strengthen professional learning communities that encourage innovation and continuous improvement; enhance organizational support systems for creative instructional and administrative initiatives; institutionalize systematic monitoring and evaluation of leadership and innovation practices; and sustain an organizational culture that supports continuous innovation, organizational resilience, and educational excellence.

Target Beneficiaries

The Localized PROGRESS Drive Program is intended for: School Heads (Principals); Department Heads; Teachers; Non-Teaching Personnel; School Improvement Teams; Learning Action Cell (LAC) Coordinators; and Schools Division Office Supervisors

Core Program Components

Component 1. Transformational Leadership Enhancement

Objective: Strengthen school heads' competencies in transformational leadership.

Major Activities: Leadership development seminars; Executive coaching sessions; Vision-building workshops; Leadership reflection conferences; School leadership mentoring

Component 2. Innovation Leadership Academy

Objective: Develop organizational leaders capable of initiating and sustaining educational innovation.

Major Activities: Innovation leadership workshops; Educational innovation forums; Design thinking seminars; School innovation showcases; Innovation mentoring sessions

Component 3. Collaborative Professional Learning Communities

Objective: Strengthen collaboration among school personnel through continuous professional learning.

Major Activities: Professional Learning Community meetings; Learning Action Cell enhancement; Peer mentoring; Best practice sharing; Collaborative lesson planning

Component 4. Organizational Innovation Support System

Objective: Improve institutional support for innovation initiatives.

Major Activities: Innovation grants; School-based research support; Technology integration projects; Resource mobilization; Innovation proposal development

Component 5. Communication and Stakeholder Engagement

Objective: Strengthen communication and collaborative governance.

Major Activities: Stakeholder consultation meetings; Communication enhancement workshops; Community partnership development; Organizational dialogue sessions; Collaborative planning conferences

Component 6. Organizational Resilience Development

Objective: Enhance schools' capacity to adapt to organizational change.

Major Activities: Change management training; Organizational resilience workshops; Crisis leadership simulations; Adaptive leadership seminars; School continuity planning

Component 7. Continuous Quality Improvement

Objective: Institutionalize evidence-based monitoring of leadership and innovation.

Major Activities: Leadership performance monitoring; Innovation culture assessment; Organizational climate surveys; School improvement reviews; Annual program evaluation

Monitoring and Evaluation

Program implementation shall be monitored using multiple performance indicators, including: transformational leadership competency assessments; innovation culture surveys; school improvement indicators; professional

development participation records; organizational climate assessments; stakeholder satisfaction surveys; innovation project implementation reports; and annual leadership performance reviews.

Evaluation findings shall serve as the basis for continuous refinement of the program and future leadership development initiatives.

Limitations Of The Study

Several limitations should be considered when interpreting the findings of this study.

The investigation was conducted exclusively among selected public junior high schools within the Division of Silang, Cavite. Consequently, the findings may not necessarily represent the experiences of schools in other divisions, regions, or educational settings.

The study employed a descriptive-correlational research design, which is appropriate for identifying patterns, associations, and group differences but does not establish causal relationships between transformational leadership and innovation culture.

The investigation also relied primarily on self-reported perceptions obtained through survey questionnaires. Although the research instrument underwent expert validation and reliability testing, self-report measures may be influenced by social desirability, organizational climate, and individual respondent experiences.

Finally, because the study was conducted within a specific organizational and cultural context, external factors such as institutional policies, leadership transitions, resource availability, and organizational dynamics may likewise have influenced the respondents' perceptions.

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