Transformational Leadership and Teacher Work Motivation in Private Educational Institutions

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Abstract

Leadership in educational institution is essential for achieving high performance of teachers. There is hesitation about whether school administrators have the requisite management abilities, style of leadership, and techniques to ensure that schools operate efficiently. Teaching and development in transformational leadership style, which studies have evaluated shown to increase performance within organizations and institutional settings, may offer advantage to educational leaders. This research study aimed to provide school leader on the information related to transformational leadership to create an action plan in relation to teacher work motivation. An effective involvement and development strategy can be a contributing factor for the educational institutions to meet its common objective and improve its overall performance. The researcher conducted a survey questionnaire. Quantitative and descriptive method of research were utilized. The participants were teachers from Early Childhood Education to College Level from different renowned private educational institutions in Metro Manila via random sampling. A total of 134 teachers (35 male and 99 female) participated in the study. The results revealed that majority of the respondents were less than 30 years old, mostly female, single, bachelor degree holders, 64 of them are teaching in the Secondary level, and 37% of them have been in their institution for 5 to 10 years. The respondents mostly evaluated frequently on the dimensions of transformational leadership. Majority of the respondents in the educational institutions were Females which are composed of 73.9% of the population that shows a significant difference in transformational leadership and teacher work motivation in terms of sex. There is a significant difference between the dimensions of transformational leadership in terms of age. There is a significant difference between the dimensions of Idealized Influenced Attributes and Individualized Consideration in terms of Educational Attainment. There is a significant difference between the dimension of inspirational motivation in terms of level taught. There is a significant difference between the dimensions of intrinsic motivation and identified regulation in terms of civil status and age. There is no significant difference between transformational leadership in terms of civil status, subjects taught and length of service. The dimensions of transformational leadership show a significant relationship with motivation at work in terms of intrinsic motivation, identified regulation, introjected regulation and external regulation. The institutional management may organize teachers' development training workshops or programs to further improve the relationship between transformational leadership and teacher work motivation and to promote effectiveness and efficiency among the members.

Keywords: transformational leadership; teacher; work motivation; private educational institutions

INTRODUCTION

Leadership in educational institution is essential for achieving high performance of teachers. There is hesitation about whether school administrators have the requisite management abilities, style of leadership, and techniques to ensure that schools operate efficiently. Teaching and development in transformational leadership styles, which studies have evaluated shown to increase performance within organizations and institutional settings, may offer advantage to education leaders.

In general, education is seen as a tool for a country's growth and adjustment on all fronts—moral, social, and economic. According to Ansar and Hussain (2014) education is considered as a medium for conveying knowledge, skills, feelings, values, and information to the person's influence.

Educational institutions are encountering problems on the concerns and issues of human management and supervision, particularly in professional development. Teachers' encouragement is important in refining one's ability in their field. A proper leadership style is required to influence followers. According to research there are many different leadership styles that institutions may adopt and apply for proper handling, guiding and leading its members. Thus, leadership is a practice of leading and guiding people towards achieving the common goal and objectives of the institution and other work related accomplishments.

Private educational institutions are continuously changing, adapting, and reforming in order to stay relevant in today's fast-paced world. These changes are becoming more prevalent as a result of globalization and other competitive institutions. Transformational leadership is essential to overcome these difficulties and challenges. Leadership professional James MacGregor Burns established the idea of transformational leadership, which was originally known by James V. Downton. Transformational leaders inspire individuals to change their perceptions, expectations, and motivations in order to achieve the institution's common goals and objectives through their vision and personality.

Educational leaders, administrators and researchers considered leadership as a necessary factor to attain institutional goals. Transformational leadership, according to Robbins (2013), is defined as a leader who pays attention to his followers' issues while motivating them to achieve their objectives. Leaders who can persuade people to imagine and materialize the vision, as well as well-coordinated and lead coordination and collaboration between the leaders and their followers, are key to success.

The leadership role of the educational institution is determined in all features of the over-all duties of the school management. Thus, leadership has to do with initiating, organizing, motivating and directing the followers' actions in particular situation towards the accomplishment of the common goal. Along with the well-being of the employees, the moral and spiritual climate of the institution, and the upkeep of discipline, these positions must be concerned with a quality of leadership.

Transformational leadership, according to Akitunde (2013), focuses on changing the connection between leaders and subordinates. The transformational leader in this situation encourages and stimulates his or her followers to promote a happy attitude and complete responsibilities to the best of their capabilities. Through the approach of attitude, desire, and encouragement, the leader attempts to bring change to the organization and raise the individuals he or she leads. This style of leadership encourages subordinates to feel appreciated and cared for. It also encourages followers to feel inspired to give more, making them feel accomplished.

A transformational leadership style allows a leader to have a significant part in establishing an environment that is full of drive, enthusiasm, and passion to help his followers achieve their goals. Followers, however, are expected to maximize their performance in the institution without feeling pressured of the stated transformational leadership dimension: 1) Idealized Influence (Attributes) – Transformational leaders inspires admiration, respect, and belief in his followers. 2) Idealized Influence (Behavior) – Transformational leaders uses their vision for the organization to inspire and implant dynamics in their group. 3) Inspirational Motivation - Transformational leaders understand how to communicate with their people. They can also inspire others to achieve their goals by sharing their passion and motivation. 4) Intellectual Stimulation - Not only transformational leaders do challenge the current situation, but they also embed their followers to think beyond the box. The leader encourages his followers to try innovative things and learn new things. 5) Individualized Consideration - Transformational leaders also help and encourage individual followers. Leaders invests into delivering clear lines of communication which results to followers to share their thoughts, identify each distinctive contributions, and create supportive bonds. Followers will build rapidly their trust, shows their strengths and confidence in the production of aimed output.

According to Sadeghi and Pihie (2012), leaders who employ inspiring motivation behavior motivate their followers by setting challenges and significance of their job. It signifies that school leaders encourage their subordinates to do their tasks. The study also discovered that school leaders' idealized influenced behavior is driven by their sense of worth and mission. This suggests that school leaders are leaders who openly discuss essential organizational ideals and place a premium on appealing and worthwhile visions as well as ethical considerations.

Nevertheless, work motivation among teachers is an important determinant in classroom success and school progress. Teachers are motivated to engage in the educational process. The amount of participation is critical for achieving educational objectives. The willingness to work determines a teacher's motivation. If a teacher is passionate about the school, he/she will actively participate in both academic and non-academic activities. The conditions necessary for high motivation and involvement of school teachers must be improved.

According to Wuradji (2013), when transformational leadership and work motivation work together, they resulted a considerable impact regarding teacher performance. Teachers will be motivated to work more and achieve higher levels of performance if they are led by transformational leaders who can inspire and increase their understanding.

According to a study by Yanti (2016), a connection between transformational leadership and teacher work motivation is determined. The characteristics of transformational leadership can be expected an affirmative evaluation on work motivation according to the theory (Van Wart, 2012). It is an expectation from a transformational leader to develop a foundation of appreciation (idealized influence), deliver inspirational motivation and offer significance and purpose for what needs to be accomplished, stimulate their followers' minds (intellectual stimulation) to think of innovative ways and show individualized consideration by identifying and uplifting each follower's needs.

The researcher aims to evaluate the process of transformational leadership style to inspire leaders and teachers to give their all in order to achieve the institution's goals and objectives. It is critical to find an explanation because low teacher motivation, as an outcome of ineffective transformational leadership in the institution, can lead to lower performance, and when teachers perform poorly, human resource investments fail, and the institution is unable to achieve its goals due to a lack of support from the administration.

LITERATURE REVIEW

The success of an educational institution depends on qualified, empowered, and motivated teachers who play a crucial role in the delivery of instruction with the knowledge, skills, and values required to enjoy healthy and fulfilling lives. Transformational leadership is a crucial component of this success. (United Nations Educational, Scientific and Cultural Organization, 2018).

Transformational Leadership

The leaders who look for and generate new ideas in a new way of development and success of the organization is transformational leadership. They activate the organization's followers to make essential modification and basis of changes to reach the top higher performance in innovative instructions by increasing the level of commitment, desire and faithfulness of the leaders (Mirkamali et al., 2014, p.23).

A transformational leader, according to Storey (2010), is a modern leadership theory that emphasizes on the transformation of the follower and teamwork toward the fulfillment of the organizational goal. Various leadership theories have recognized transformational leadership as a more effective leadership approach. The type of leadership technique used determines the success of any firm. According to the case studies undertaken, in order to achieve the intended organizational goal, a leader must be innovative, motivating, and transparent, as well as possess the capacity to operate as part of a team.

Leadership is a vital part of most educational systems, thus, any learning completed depends on the influence of leaders, as catalysts of change, with the help of the teachers, who are the central of the acquisition and instruction of the education process. Hence, all processes, inputs and outcomes in an educational setting are influenced by various theories of leadership styles and practices in terms of motivating staff and increasing their sense of belonging towards the institution. Through effectiveness and efficiency to attain the essential level of output, leadership involves the appropriate performance and conduct of leaders to influence the group to work as team (Tengi et al., 2017:792). Thus, transformational leadership constructs a new viewpoint both the leaders and followers to encourage change in the whole institution (Arabiun et al., 2014, pp. 57-56).

Transformational leadership according to Yang (2014) is an important tool to enhance the improvement of the quality of education in the institutions. This confirmed with the evaluation of Raman, et al. (2015) which disclose that behavior of transformational leaders in the institution bring changes with proper management and administration. As such, practicing this style of leadership, reform and efficiency within the organization is reinvigorated (Sun & Leithwood, 2012).

A transformational leadership style allows a leader to have a significant part in establishing an environment that is full of drive, enthusiasm, and passion to help his followers achieve their goals. Followers, on the other hand, are expected to maximize their performance in the institution without feeling pressured by the five dimensions of transformational leadership style. Transformational leaders combine imaginative and honest leadership to change the educational environment, which includes not only the school but also the teachers that work there (Waters, 2013).

The act of preparing and training followers, as well as offering direction on issues and resource allocation toward an organization's goals and objectives, is defined as leadership as stated by Daft (2015). Leadership is responsible for an organization's performance and long-term success. The transformational leader identifies needed change with subordinates or followers, sets a vision to motivate change, then implements the change in close relationship with committed team participants (Bell & Menguc, 2012).

Beyond transformational leadership, encouragement and caring are essential. It's a new kind of leadership that reflects today's cultural trends and emphasizes the moral responsibilities of both the leader and the followers. To escalate follower's commitment to institutional goals, the leader should change their values and beliefs. The leader suggests that subordinates be motivated by a shared organizational vision. To stimulate intellectual progress, the leader must present the most recent developments and trends and enlighten members. Individual members' requirements should also be considered by the leader. Furthermore, transformational leadership allows a leader to delegate authority to members. Members can exceed expectations and fulfill their goals with this style of leadership. According to Bush (2017) explains that transformational leadership in educational institution is a model of leadership focused on the influence and management of school. The leader works to increase the human resource performance while also accepting and implementing the school's vision.

Further in a study conducted by Aruzie, et al. (2018) improving and refining the institutional management is unquestionably one of the most critical components in attaining excellent school performance and outstanding learner achievement. Because they empower followers to grow, progress, and develop as contributors, transformational leaders are the most useful style of leadership. Transformational leaders share their knowledge, skills, and vision to transform the followers around them so that they become followers with values deeply embedded in them.

Northouse (2014) revealed the following qualities of transformational leaders, namely: individualized concern, idealized influence, inspirational motivation, intellectual stimulation. Research by Matthias and Eline (2012) explained that various research has linked transformative leadership to increased individual and organizational performance. Individuals and organizations both have goals and objectives in line with their vision and mission. The achievement of these goals and/or objectives necessitates a substantial amount of effort, which leadership must consider.

Through influencing subordinates' behavior to improve their performance and outcomes, transformational leadership has a substantial impact on an organization's success (Yukl & Van, 2015). Transformational leadership has a determination that extends beyond short-term objectives. Transformational leadership is frequently related with organizational change, as well as value-added employee performance and contentment (Roach & Mack, 2014).

Initiatives for transformational leadership help organizations to function better in a dynamic and unpredictable world. Organizations can obtain a competitive improvement when transformational leadership components are integrated with other leadership initiatives. In terms of strategic competitiveness and producing greater short- and long-term goals, using this competitive edge can be quite advantageous. Without strong transformational leadership, an organization's ability to address global economic issues and produce superior and satisfied results is actually less likely (Eskandari, 2014, p. 124).

Leaders who practice a transformational leadership style provide counsel to their followers that sparks intellectual curiosity and motivates them to succeed. Transformational leaders also allow teams to acquire

leadership abilities by paying attention to individual needs and growth, which improves their performance and outcomes. Transformative leadership, according to Bass and Riggio (2010) is an influential model for an extensive range of different fields and cultures. Transformational leaders have an impact on behaviors linked with proactive effort in creating change that can help the organization accomplish its objectives. Every leader's ultimate goal is to achieve organizational goals and improve performance over time. Transformational leaders' express goals that differ in quantitative terms and are achieved via the use of multiple strategic techniques (Hamidifar, 2013).

In order to achieve the organization's goals, transformational leadership also seeks to satisfy the followers' wants and desires. Griffin (2013) defined transformative leadership as leadership that goes beyond standard expectations by motivating and inspiring followers to conceive in novel ways to fulfill the organization's objective. Thus, transformational leadership inspires followers through ideal values in order to initiate change in the school as a whole. Leaders have the ability to fully blossom an institution. A genuinely effective leader is one who promotes institutional change while also supporting the work of his or her followers. To capture transformational leadership, Rafferty and Griffin (2004) developed a model that incorporates five dimensions.

The first dimension mentioned is idealized influence as characterized as the leader's actions that inspires the trust, devotion, and respect of his or her team to the point where others imitate him or her. In general, it entails leading by example in all areas that affect and mold followers' ideas. A transformational leader's idealized influence is anticipated (Lim & Ployhart, 2014). The bottom line in using idealized influence as a transformational leadership example is to lead by example in any situation where followers' attitudes are changed or shaped. Not only public demonstrations, but also private behaviors could be included (Yukl, 2010). This is because, as proven by how his followers react, what and how a leader does in private space has a significant impact on his overall leadership influence.

Transformational leaders act as role models and have charismatic personalities that motivate others to follow in their footsteps. Because the followers have faith in and respect for the leader, they emulate and absorb his or her morals. By avoiding self-power, these leaders put the demands of their followers ahead of their own. Setting demanding goals, inspiring, and displaying high moral standards help to establish trust between followers and leaders. Idealized influence encourages leaders to take risks and adhere to a set of rules (Balyer, 2012).

By employing idealized influence, leaders who are transformational can perform as an ideal person for the followers to imitate. Especially in transformative leadership, a leader's private stability is intimately tied to his public leadership performance (Conger, 2014). Followers of these leaders regard them as charismatic and they aspire similar characters.

Furthermore, their subordinates regard these leaders as having exceptional talent, perseverance, and dedication. Charisma is referred to as the idealized impact in the context of transformative leadership (Luthans, 2011) and it is primarily concerned with feelings, standards, morals, principles, and long-term goals.

The foundation for embracing major organizational transformation is the leader's confidence. Followers who believe in their leader's values are less likely to oppose her or his reform proposals. Their trust and respect can be built through idealized influence, as well as belief in the organization's vision and the necessity of a collective 5 sense of the organization's mission (Yukl, 2013). The institutions transformational leadership style involves an exciting future vision, challenging high-standard individuals, communicating optimistically and energetically, and providing tremendous motivation for what employees must perform. Individuals will be driven to accomplish high-achieving standards as a result of such impact, which will generate enthusiasm and optimism as well as motivation accomplishment.

The next dimension of transformational leadership is the inspirational motivation. The formation of a vision, the improvement of clear and plausible strategies for completing the vision, and the deployment of commitment to that vision through clear and convincing communication of the vision to followers (Walumbwa & Lawler, 2013). This is supposed to encourage employees to collaborate to achieve a similar purpose in order to reach or surpass targets, also known as extra role performance (Uzonna, 2013). The subjects of inspirational motivation were communication, teamwork, and motivation. Inspiration motivation is the art of communicating a captivating vision or objective, consistently inspiring team members, increasing confidence, and providing guarantees despite impending hurdles. Transformational leaders exhibit this

attribute (Ladd & Marshal, 2014).

A transformational leader should remain to encourage and inspire people (Koys, 2014). Working in groups, communicating with appealing words and symbols, and maintaining job independence were all considered. Inspiration motivation is linked to transformational leaders and has to do with articulating organizations' vision and mission in a consistent manner. The transparency of institutional goals and expectations, according to research, has a direct impact on how each team member executes. Inspirational motivation is also responsible for the leader's insatiable drive to assure team members' mutual agreement (Kelchner, 2013).

Transformational leaders are skilled at presenting compelling future visions in a way that encourages emotional ownership among team members, motivating them to do better work (Manteklow, 2011). It is not a question of whether or if inspiring motivating leaders inspire and stir up followers into enlightened and creative action; a trademark of their leadership being. This needs ongoing learning and application of new tactics for eliciting and maintaining workplace cooperation and team spirit. From developing team collaboration to fostering a culture of shared accountability, the influence of such leadership action will be felt everywhere (Bass, 2012).

The aspects of inspiring motivation, according to Sundi (2013) imply that respondents are ready to accomplish tasks because the leader can excite subordinates' goals, and subordinates can also promote team spirit in all tasks at hand. Ensure employee happiness and trust by allowing them to make decisions on how jobs can be completed more quickly. Leaders that demonstrate inspirational motivation, according to Rawung et al. (2015) are best at nurturing a culture of trust among employees by providing them the opportunity to freely think through the best techniques applicable in each particular work environment.

As a result, they argue that inspirational motivation facilitates information exchange, which is critical for increasing professional independence and overall organizational effectiveness. Optimistic people's capacity to properly appraise process and outcome performance challenges is likely to encourage resilient actions such as using error as a learning tool and fine-tuning performance (Nguyen et al., 2016).

A compelling and motivating future vision must be developed by transformational leaders for their followers. By displaying a commitment to the objectives, these leaders are able to inspire confidence, motivation, and a sense of purpose in their followers. Great communicators, inspirational motivator leaders make the vision accessible, specific, influential, and engaging. These leaders also have the ability to maintain their energy, remain enthusiastic about the future, and believe in their talents, as well as the ability to focus on the good. Leaders who inspire others have high expectations and are supportive of their followers' experiences (Balyer, 2012).

However, the leader's promotion of originality and creativity, so that team members do not settle for established standards and known approaches to issue solving, is an important part of intellectual stimulation (Elkins & Keller, 2013) a dimension of transformational leadership.

According to Geyer and Steyrer (2010), intellectual stimulation produces new frameworks that enable individuals to actively deconstruct outdated assumptions and replace them with more innovative methods and approaches. Transformational leaders can provide their people new perspectives on problems by involving their views. Leaders motivate their subordinates to apply creative thinking about outdated matters and they attend to their subordinates' views, even if there are dissimilarity from their own.

According to a recent study conducted in Nigeria, intellectual stimulation urge subordinates to investigate new thoughts and judgements in innovative methods by involving individuals in making decisions and solving processes that affect their social, economic, environmental, and political well-being (Nwagbara, 2010). In the quantitative study, there was a statistically significant beneficial correlation between intellectual simulation and effectiveness and satisfaction. According to the study, encouraging and expecting followers to analyze their own old ways of doing things were critical variables in keeping things going. Leaders that are intellectually challenging recognize the need of achieving unity through diversity. They are able to produce truly creative ideas and activities by bringing together and combining a diverse range of perspectives.

According to Anjali and Anand (2015) suggest intellectual stimulation promotes employee commitment to the organization. When performance improvement is crucial, transformational leaders inspire followers to cooperate in developing creative solutions to work-related difficulties. These leaders go above and above to build an organizational culture that values individual and team participation. Such leaders challenge their

people to think critically about popular assumptions and the status quo, as well as to come up with novel and creative solutions to encounters (Smothers et al., 2016).

Workplace involvement and collaboration give a forum for debate and responsibility sharing, as well as a platform for constructive and constant strategic communications that leads to performance improvement (Bhatti & Qureshi, 2011). An organization can design a plan for accomplishing certain objectives by expressing concepts. Vision is vital since it directs an institution's path, according to Bell and Menguc (2012). The transformational leader is responsible not only for rousing the imaginations of his or her followers by painting a directional picture, but also for the execution strategy.

The key points of intellectual stimulation in transformational leadership is simple and light. Through intellectual stimulation, transformational leaders encourage followers to challenge their own ideas, presumptions, and values as well as their own, which may be outdated or unsuitable for addressing modern problems (Elkins & Keller, 2013; Sundi, 2013). Additionally, the introduction of a creative, rational, and methodical approach to solving problem so followers evaluate problems in different ways and come up with novel answers is known as intellectual stimulation.

The institution's leaders in this scenario learned fundamental intellectual stimulation such as appreciating concepts, building rational reasoning, accepting conflict, and making careful judgements. As a result, organizations are fully engaged and process empowered in identifying issues besides developing explanations within the association. Power sharing, or involving groups in creating changes together, is at the heart of transformative leadership. Followers who have a strong sense of ability to achieve a goal or task are further capable of working and succeeding in a range of jobs, so this effect is beneficial.

Finally, individualized consideration is a leadership trait in which a leader gives each of his or her followers special attention, serving as a coach and mentor at the same time. It demands displaying empathy and support, staying in touch with followers, cultivating a respectful atmosphere, and appreciating others' efforts (Bass & Riggio, 2006).

Each person is important to a transformational leader (Bass & Avolio, 2006). Individualized consideration refers to addressing people's specific needs by involving everyone in the transformational process (Conger, 2014). These leaders are also adept at delegating tasks, which improves efficiency and, as a result, performance. The assignment of one or more key duties or responsibilities to subordinates, which may be operational or administrative in nature, is known as delegation (Conger, 2014).

The power of delegation is often underestimated by leaders. In retrospect, objective delegation is a powerful motivator at work, assisting in the formation of energetic and high-performing teams (Zheng et al., 2010). They treat each member of their team as an individual, as one of the most significant features of transformational leadership. This is because they recognize that each of their followers is unique, with unique requirements and knowledge. They are good at maximizing the benefits of workplace diversity because of this trait. On the same note, when it comes to acknowledgment, they take each situation individually.

Accordingly, they're known for establishing companies dedicated to long-term growth through maximizing the potential of workplace diversity. According to Babbington (2015), this is realized when a learning-friendly culture is formed, but without forgetting the fact that individual differences in behavior will always remain. In addition, transformational leaders seek to guarantee that the majority, if not all, of a company's employees are happy. They aim for acceptable working circumstances because they know that employees find it difficult to accept working conditions due to arduous labor, a lack of wellbeing, the multifaceted nature of monotony, and a lack of workplace self-governance (Ornels & Kleiner, 2013).

The leader shows personal regard to his or her followers by paying extra attention to them and acknowledging their individual requirements. Individualized consideration refers to a leader's individual attention, development, or mentoring orientation toward his or her subordinates.

Transformational leadership, according to Odumeru and Ifeanyi (2013), enhances motivation of followers, confidence, and presentation in a variety of ways. These comprises connecting the collective identity of the project and the organization to the followers' sense of self, understanding followers' strengths and limitations in order to provide activities that will increase their performance, inspiring and motivating followers by functioning as a role model, and encouraging followers to take more responsibility for their work are just a few examples. Hence, transformational leaders display characters of effectiveness, competence, proficiency, and sensitivity. They also reveal that transformative leadership is associated to beneficial employee outcomes

like lower attrition, higher productivity, employee happiness, creativity, goal achievement, and follower happiness.

Educators and the general public have always been concerned about leadership effectiveness and educational quality in educational institutions. Only if the school's leaders and all faculties appreciate the importance of educational objectives and goals, and make suitable efforts to accomplish them, the school can promote educational outcomes. This measure should be considered as requiring high-performing leaders for effective school development (Day, 2011). However, effectiveness in the educational organization did not just depend on leaders (Ling et al., 2015). Teachers are believed to be on the front lines of education. They served as a major incentive in accomplishing the institution's goals and boosting educational quality. The educational level provided is proportionally inclined by the quality of teachers and their job motivation.

Teacher Work Motivation

"Motivation" came from the Latin name "movere," meaning "to move" (Nguyen, 2017). Motivation is the social, biological, cognitive, and emotional understanding that stimulate conduct. It is the driving force of human behavior. Thus, motivation makes us feel as if something is happening and motivates us to act.

According to Naile and Selesho (2014), the concept of leadership and work motivation has a close relationship since a leader's ability to persuade individuals to attain stated goals is highly influenced by their leadership style. Culture, social justice, and organization, as well as an individual's emotional and spiritual nature, influence the concepts and criteria that underpin the concept of motivation. Motivation is influenced by personal attributes, physical conditions, prior experiences, and environmental influences. If a job is to remain stimulating, both the employee and his or her leader must be involved.

Motivation is defined as factors that activate, direct, and sustain directed activity. The whys of performance and the demands or requirements that determine and clarify our actions (Nevid, 2013). Psychological influences that impact the direction of a person's conduct in an organization, as well as their degree of effort and perseverance according to another definition (Jones & George, 2008).

According to McClelland's theory, motivation is the most important factor that impacts an individual's conduct. He went on to say that everyone wants to do things that are done or better than others, and that there are three motivating factors: 1) the requirement for success; 2) the requirement to attach; and 3) the requirement for strong point. These three requirements are critical factors in deciding one's success (Wahyuningdyah, 2015). When combined with appropriate work discipline, teachers with intrinsic and extrinsic motivation will be more successful.

Othman and Wanlabeh (2012) conducted research and discovered a link concerning transformational leadership techniques and teacher motivation. Same assessment and evaluation in the research study of Eyal and Roth (2011), which resulted to school administrators' leadership style had a significant impact on teacher motivation. Transformational leadership, according to Kappen (2010), boosts motivation and has a good connection with intrinsic motivation. This is because transformational leadership emphasizes both internal and external factors, rather than just the end result. According to Nurharani et al. (2013) studies, individual support for transformational leadership forecasters produce small but affirmative connection with organizational commitment.

In educational policy and research, the concept of teacher work motivation has been embraced as a promising concept. Teacher motivation is now widely regarded as critical to bolstering teachers' positions, defining their professional spaces, and developing their professionalism (Honingh & Hooge, 2013). The principle requires teachers to carry out the planned curriculum and activities for the institution's benefit. Because the principal is regarded as the leader of the entire educational system, it is his/her obligation to address the well-being of teachers in the institution hence, their commitment and motivation are maintained and dissatisfaction in the organization's tasks is avoided (Lokman & Mohd, 2011), as well as establishing professional recognition for school teachers and eliciting a sense of professional mission. As a leader in the school, it is the principal's obligation to inspire people to make the most of the abilities and resources available to them (Eyal & Roth, 2010).

According to Tecer (2011), a teacher's motivation has an impact on practically every aspect of the educational structure in which the teacher is involved. Occupational motivation is known to be linked to a

variety of aspects that influence on one's professional life (Unsar, 2011). Other considers the drawbacks of giving the same reward to people who perform well in the institution and others realize how the importance of incentive (Gokay & Ozdemir, 2010). If teachers are more productive, they are more motivated to perform the task (Ayaydin & Tok, 2015). As opposed to this, some educators are motivated by the positive criticism they receive from their working environment (Firestone, 2014).

Individual and institutional performance are dependent on motivation, and even skilled and well-educated employees if not motivated, will not work efficiently (Addison & Brundrett, 2008). Teachers showed the following characteristics as important to boost teacher motivation: economic stability, promotion, time management, remuneration, training and development, numerous responsibilities, and internal motivation were identified as the primary demotivating factors. As the most basic enhancing options, good working environment, recognition for special services, financial awards, providing assurance, acknowledgment from the institutional leaders, and support in decision-making processes were recommended (Shukr et al., 2016). Hence, individuals' inner energy is activated to guide them toward specific goals through motivation (Duren, 2002).

To attain the desired degree of achievement, school administrators must employ motivational techniques. This creates an effective, dynamic, efficient, and qualified classroom environment (Yilmaz & Ceylan, 2011). For educational institutions, motivation is a crucial topic. Education is concerned with teacher training programs at all levels, not only education administration.

Constructive criticism offers teachers the necessary guidelines for enhancing their instructional abilities as long as their autonomy is not compromised, whereas positive feedback gives teachers the intrinsic motivation they need by clearly recognizing their accomplishments across appropriate platforms (Firestone, 2014).

METHODS

The study utilized the descriptive and quantitative research method were used to gather information on transformational leadership and teacher work motivation. The data gathered using a questionnaire was administered and subjected to data analysis to analyze and interpret the results. The objective of the research is to determine the relationship between transformational leadership and teacher work motivation. The goal of the design is to test the influence of the transformational leadership with teacher work motivation which are supported by sub variables such the dimensions of transformational leadership (idealized influenced - attributes, idealized influenced – behavior, inspirational motivation, intellectual stimulation, individualized consideration) and motivation at work (intrinsic motivation, identified regulation, introjected regulation, external motivation and amotivation)

The participants of the study consist of teachers from Early Childhood Education to College Level from different renowned private educational institutions in Metro Manila via random sampling. A total of 134 teachers (35 male and 99 female) participated in the study.

Survey questionnaires was used to gather data from the participants of the study. The questionnaire was divided into three parts that will consist of questions to determine if transformational leadership has a significant relationship with teacher work motivation and will use a 6-point Likert scale.

Part 1: Profile of participants made by the researcher.

Part 2: Standardized survey questionnaire on transformational leadership modified to fit the participants of this study (Armstrong, 2008).

Part 3: Standardized survey questionnaire on teacher work motivation modified to fit the participants of this study.

Table 1
Reliability Analysis

Indicators	Cronbach Alpha Value	Number of Items	Interpretation
Part 1			
Attributes	0.787	4	Acceptable
Behavior	0.919	4	Excellent
Inspirational Motivation	0.931	4	Excellent

Intellectual stimulation	0.904	4	Excellent
Individualize Consideration	0.783	4	Acceptable
Overall Part 1	**0.944**		**Excellent**
Part II			
Intrinsic Motivation	0.924	3	Excellent
Identified Regulation	0.863	3	Good
Introjected Regulation	0.88	3	Good
External Regulation	0.94	3	Excellent
Amotivation	0.888	3	Good
Overall Part II	**0.771**		**Acceptable**
Overall	**0.914**		**Excellent**

The following were adopted from the guidelines of George and Mallery (2003) "$\alpha > 0.9$ (Excellent), > 0.8 (Good), > 0.7 (Acceptable), > 0.6 (Questionable), > 0.5 (Poor), and < 0.5 (Unacceptable)"

The researcher used a questionnaire to gather data on the variables under study. The researcher sent the questionnaires using Google forms, an online survey tool to gather information. The survey was scheduled in January 2021.

Data was summarized in tabular form and analyzed to achieve the objectives. The data on personal and work profile was presented in frequency distribution tables. The scales of transformational leadership and teacher work motivation data was summarized using weighted means. Correlation analysis was used to determine whether a relationship exist between the two variables in the study which are transformational leadership and teacher work motivation

A Statistician provided the statistical tools to analyze the data for the researcher for better interpretation of results.

The researcher prioritized the respect for the dignity of each participant and had a full consent obtained prior the data gathering. This paper adheres to the ethical standards in compliance with the Data Privacy Act of 2012. Respondents are assured of the researcher's top priority and confidentiality of the data gathered was maintained at all times during the conduct of the study and it will be solely for the purpose of this research.

RESULTS AND DISCUSSION

Table 2
Profile of Respondents in terms of Age

Age group	Frequency	Percentage (%)
Less than 30	41	30.6
30 to 39	37	27.6
40 to 49	34	25.4
50 or more	22	16.4

Table 2 presents the profile of respondents in terms of age in the private educational institutions. Most of the respondents have ages less than 30 at 30.6% of the total responses, followed by 30 to 39 years old at 27. 6%, next by the respondents ages 40 to 49 at 25.4% and lastly, 50 or more years old with 16.4%.

The data reveal that the respondents are mostly young in the institutions and may have the eagerness to teach their field of specialization. The researcher believes that millennial teachers are more inclined to work in the private institutions and have better equip with computer and technology.

Rogayan (2018) found that among the reasons why young teachers teach are to make a positive difference, prepare learners for the real world, act as a source of inspiration, uphold values, transform lives, teach with enthusiasm, increase the analysis for educational excellence, solve social issues, exchange information and

skills, and assisting others' dreams. Furthermore, it was mentioned that these teachers are often energetic and dynamic, which makes them happier in their jobs.

Table 3
Profile of the Respondents in terms of Sex

Sex	Frequency	Percentage (%)
Male	35	26.1
Female	99	73.9

Table 3 presents the profile of respondents in terms of sex in the private educational institutions. Many of the participants are Female with 73.9%, while the Male population represents the 26.1% of the responses. The results clearly indicate that there was an uneven distribution of respondents according to sex for there were more female respondents than male.

Table 4
Profile of the Respondents in terms of Civil Status

Civil status	Frequency	Percentage (%)
Single	72	53.7
Married	62	46.3

Table 4 presents the profile of respondents in terms of civil status in the private educational institutions. Most of the respondents were Single at 53.7% of the total population and Married at 46.3%. The researcher observed that majority of employees were Single which is directly related to the age of respondents observed. Most of the employees were less than 30 years old and which the researcher can assume that they are not yet ready to get married as they are focus with their work.

Table 5
Profile of the Respondents in terms of Educational Attainment

Educational Attainment	Frequency	Percentage (%)
Bachelors degree	94	70.1
Masteral	31	23.1
Doctoral	9	6.7

Table 5 presents the profile of respondents in terms of educational attainment in the private educational institutions. Majority of the respondents are Bachelor's degree at 70.1%, followed by Masteral degree at 23.1 and lastly, Doctoral degree at 6.7%. It is observed that most of the respondents are college graduates because it is a requirement to complete a four-year bachelor's degree as the basic teaching qualification in the Philippines. A Bachelor of Elementary Education qualifies elementary school teachers, while a Bachelor of Secondary Education qualifies secondary school teachers. Both of these programs have a curriculum that is adapted to the level of education and is defined by the Commission for Higher Education. It includes general education subjects, education-related subjects, subject specialization, and practical teaching. As a result, becoming a teacher requires completing a degree and passing the teacher licensure examination.

Table 6
Profile of the Respondents in terms of Rank

Rank	Frequency	Percentage (%)
Teacher/ Adviser	118	88.1
Heads (Office/Acad)	16	11.9

Table 6 presents the profile of respondents in terms of rank in the private educational institutions. Majority of the respondents are Teachers/Advisers with 88.1% of the total population and Heads (Office/Acad) with 11.9% of the respondents.

Teachers in private schools understand the eternal dimensions of their profession since they nourish not just their pupils' minds but also their hearts and souls. Private school teachers have the unique opportunity to teach both essential academic skills and life teachings, such as spirituality, love, morals, the wonder of

creation, and the purpose of existence, in institutions that place a strong emphasis on a child's total development.

The research believes that teaching in private institution is one of a kind experience. They provide nurturing, orderly, and safe environments; they promote whole-child education; they demand academic success; and they recognize teachers as professionals, giving them great authority and independence in areas of instruction. Private schools are some of the most effective schools in the country because of the disciplined environment, tough curriculum, loving communities, and high standards they deliver. Teachers in private schools can devote their time to do what they must do: teach.

Table 7
Profile of the Respondents in terms of Level Taught

Level Taught	Frequency	Percentage (%)
Preschool	4	3
Elementary	39	29.1
Secondary	64	47.8
College	13	9.7
Varied levels	14	10.4

Table 7 presents the profile of respondents in terms of level taught in the private educational institutions. Majority of the respondents were Secondary teachers at 47.8%, followed by Elementary teachers at 29.1%, teachers from Varied levels at 10.4%, College teachers at 9.7%, and lastly, Preschool teachers at 3%.

Table 8
Profile of the Respondents in terms of Subject Taught

Subject taught	Frequency	Percentage (%)
AP/Social Studies/Social Sciences	10	7.5
MAPEH	13	9.7
Business	5	3.7
IT/Computer	8	6
English/Language	22	16.4
Filipino	16	11.9
Math	15	11.2
Science	16	11.9
TLE	6	4.5
Varied subjects	23	17.2

Table 8 presents the profile of respondents in terms of subject taught in the private educational institutions. The results showed that majority of the respondents were teaching English/Language with 16.4%, followed by Varied subjects at 17.2%, next are Filipino and Science with 11.9%, then Math with 11.2%, followed by MAPEH with 9.7%, AP/Social Studies/Social Sciences with 7.5%, IT/Computer with 6%, TLE with 4.5%, and lastly, Business with 3.7%.

Table 9
Profile of the Respondents in terms of Years of Service

Years of service	Frequency	Percentage (%)
Less than 5 years	30	22.4
5 to 10 years	37	27.6
11 to 15 years	22	16.4
16 to 20 years	15	11.2
21 to 25 years	11	8.2
26 to 30years	9	6.7

More than 30 years	10	7.5

Table 9 presents the profile of respondents in terms of years of service in the private educational institutions. 27.6% of the total population has been teaching in the institution between 5 to 10 years, followed by less than 5 years at 22.4%, then 11 to 15 years at 16.4%, 16 to 20 years at 11.2%, 21 to 25 years at 8.2%, more than 30 years at 7.5% and lastly, 26 to 30 years at 6.7%.

The researcher observed that most of the teachers are new in the institutions. New teachers are the driving force behind educational institutions' future development. The level of career passion of individual young teachers (Liu et al., 2018). In general, young instructors are excited about what they do. Their dedication and passion in their teaching careers is a recurrent theme.

Keeping talented staff, on the other hand, is more difficult than ever. This issue affects not only profit-driven organizations, but also non-profit organizations such as schools, which are struggling to retain talented and qualified teachers.

Table 10
Transformational Leadership in terms of Idealized Influence (Attributes)

Indicators	Mean	VI	Rank
A1. Others are proud to be beside our leader	3.70	Frequently	4
A2. Our leader goes beyond his own interest in the group's well-being	3.81	Frequently	3
A3. Our leader acts in a way that achieves other's respect	4.11	Frequently	2
A4. Our leader demonstrates a sense of power and confidence	4.42	Frequently	1
Composite Mean	**4.01**	**Frequently**	

Legend: 4.50-5.0 = Always; 3.50-4.49 = Frequently; 2.50-3.49 = Fairly often; 1.50-2.49 = Sometimes; 1.0-1.49 = Once in a while.

The quantitative analysis found in Table 10, shows that Transformational Leadership in terms of Idealized Influence (Attributes) were positively evaluated 'frequently'. Based on the table, the indicator that states 'Our leader demonstrates a sense of power and confidence' has achieved the highest assessment of (WM=4.42). Power is the ability to influence another person. It's the ability to accomplish anything by means of others help. Transformational leaders are capable to form their power and influence. Influence empowers followers to go above and beyond what is expected of them, fostering an above and beyond mindset (Northhouse, 2016). Followers are also given power so that they might be motivated to improve their situation while also feeling important to the organization on all levels. A high level of self-confidence is required for effective leadership. The ability of a leader to lead effectively is determined by his or her ability to both possess and exhibit confidence.

On the indicator 'Our leader acts in a way that achieves other's respect' got the second rank of (WM=4.11). Respect is the admiration given for a person's characteristics, capabilities, or endeavors, as well as regard for the privileges, demands, and emotional state of others. Effective leaders are not expecting respect because of their position or title, instead good leaders earn it. Treating someone with respect is one of the best methods to receive an honor. Another approach to earn respect from others is to show your commitment to your work by assisting others. Leaders understand the importance of creating a positive work environment for their followers, which may be enhanced by creating a corporate culture that values respect and adherence to high ethical standards.

Furthermore, the indicator 'Our leader goes beyond his own interest in the group's well-being' got the third rank of (WM=3.81). A leader who prioritize others produce a positive, inspiring atmosphere that instills trust in their workforce. Leaders that prioritize others want to see their subordinates thrive. They recognize that others' success does not jeopardize or devalue their position.

These leaders are noted for lowering uncertainty and influencing a wide range of individual outcomes in the workplace (Mokgolo et al., 2012). As a result, people with this quality are highly esteemed in society.

Lastly, the indicator 'Others are proud to be beside our leader' got the lowest weighted mean of 3.70, verbally interpreted as 'frequently'. Instilling a sense of pride and honor and able to connect to other members. A situation like this makes his followers fascinated, reluctant, and believe in the leader.

The overall assessment of the teacher-respondents believe that the leader in this dimension Idealized Influence (Attributes) with a composite mean of 4.01, possessed these indicators, where leaders holding these qualities were able to accomplish and exercise great effect, shows confidence and express effect on their followers, as such followers impression about their leaders that they are exceptional individuals, engaging them with self-confidence and able to identify themselves with their mission. The conclusions of Sosik and Jung (2010), who allude to idealized influence attributes, were supported by the findings of this study.

As a component of transformational leadership, influence attributes are important. When a leader talks and collaborates with followers, the personal qualities of being a transformational leader qualities emerge. Transformational leaders, according to Sosik and Jung, are concerned with the diversity of settings, acquire others' esteem, trust them, and empower them to act, assist, and encourage when problems arise.

Table 11
Transformational Leadership in terms of Idealized Influence (Behavior)

Indicators	Mean	VI	Rank
B1. Our leader converses about his most important beliefs and values	4.07	Frequently	4
B2. Our leader shows the importance of having a strong sense of obligation	4.37	Frequently	1
B3. Our leader considers the ethical and moral consequences of his decisions	4.29	Frequently	2
B4. Our leader emphasizes the importance of having a single mission direction	4.16	Frequently	3
Composite Mean	**4.22**	**Frequently**	

Legend: 4.50-5.0 = Always; 3.50-4.49 = Frequently; 2.50-3.49 = Fairly often; 1.50-2.49 = Sometimes; 1.0-1.49 = Once in a while

The quantitative analysis found in Table 11, shows that Transformational Leadership in terms of Idealized Influence (Behavior) were assessed 'frequently'. Based on the table, the indicator 'Our leader shows the importance of having a strong sense of obligation' has attained the highest assessment of (WM=4.37). This is a leader that spreads out responsibility and take it on without compromising. According to a study conducted by Hadebe (2013), schools should be considered as commercial entities that require leaders who are aware of their position in the school production process. Importantly, no learning environment can thrive without the involvement of its leaders, who help students improve their academic performance and achieve their objectives (Hauserman & Stick, 2013).

On the indicator 'Our leader considers the ethical and moral consequences of his decisions' got the second rand with (WM= 4.29). It is indispensable to followers to allow themselves be directed and engaged by their leaders. Because this strategy demands educators to go beyond self-interest, it also needs leaders to think beyond their own self-interest. To achieve, you must have integrity and moral principles. Influence leaders who are idealized are charismatic, ethical, and great communicators of the organization's vision (Ngaithe et al., 2016).

Furthermore, the indicator 'Our leader emphasizes the importance of having a single mission direction' got the third rank of (WM=4.16). Confident and clear communication is important in achieving this attribute. Leaders communicate their vision and values in a way employees understand and want to be a part of. Sharing the vision is a key part of transformational leadership as it helps employees understand expectations and the end of the organization.

Lastly, the indicator 'Our leader converses about his most important beliefs and values' got the lowest rank with (WM=4.07). Leadership values are important because they assist you in determining how you want to achieve your goals and what type of leader you want to be. The fundamental leadership principles have an

impact on how you make decisions and act on a daily basis. Personal and professional development are also aided by leadership values. As a leader, you can garner respect and trust from your team by having a strong set of fundamental principles. This creates the foundation for you to have a good impact on your team and to encourage high performance and greatness. These leaders have strong standards that distinguish them from others. They also demonstrate to their subordinates that they are positive people (Gomes, 2014).

All indicators of Transformational Leadership according to the dimension of Idealized Influence (Behavior) are "frequently" observed which is manifested on its attained overall assessment of 4.22. It suggests that leaders motivate and promote group dynamics by imagining what the institution can achieve in this area. As a result, idealized influence is another elements of transformational leadership, in which leaders become well-liked, respected, and cherished ideal person for their followers. Thus, this is the most effective trait driven leadership style by far (Ojokuku et al., 2012). Leaders who expresses idealized influence prioritize followers' demands more than their own, share possibilities, and exhibit dedication to an underlying set of values, beliefs and principles according to Walumbwa et al. (2008).

Table 12
Transformational Leadership in terms of Inspirational Motivation

Indicators	Mean	VI	Rank
C1. Our leader speaks optimistically about the future	4.26	Frequently	3
C2. Our leader speaks enthusiastically about what must be carried out	4.32	Frequently	2
C3. Our leader articulates a positive and motivating vision of the future	4.25	Frequently	4
C4. Our leader expresses confidence in reaching targets	4.34	Frequently	1
Composite Mean	**4.29**	**Frequently**	

Legend: 4.50-5.0 = Always; 3.50-4.49 = Frequently; 2.50-3.49 = Fairly often; 1.50-2.49 = Sometimes; 1.0-1.49 = Once in a while

The quantitative analysis found in Table 12, shows the Transformational Leadership in terms of Inspirational Motivation were respondents assessed 'frequently". Based on the table, the indicator 'Our leader expresses confidence in reaching targets' has attained the highest assessment with (WM=4.34). A transformative leader must enlist the help of everyone to engaged, everyone with the same purpose in mind. Through good communication, the leader sets high expectations for followers and should inspire them by posing challenges to them. The leader presents an appealing vision, encourages and reinforces the followers' vision. According to Arokiasamy (2017), an effective school requires a leader who exhibits transformational leadership characteristics, clearly communicates school mission to stakeholders, and gives teachers the freedom to make their own judgments, encouraging them to be risk-takers and innovators.

On the indicator 'Our leader speaks enthusiastically about what must be carried out' got the second rand with (WM=4.32). The leadership vision pervades the workplace and is reflected in the institutions' behaviors, beliefs, values, and goals. A transformational leader motivates, inspires, and encourages teachers to be creative and inventive, which is reflected in improved student learning results (Andriani et al., 2018).

Furthermore, the indicator 'Our leader speaks optimistically about the future' got the third rand of (WM=4.26). A transformational leader develops a mission and goals that can only be realized through a cultural shift within an organization. To spark change and begin the transformative process, this person sets a vision and communicates it with personnel.

Lastly, the indicator 'Our leader articulates a positive and motivating vision of the future' got the lowest assessment of (WM=4.25). Leaders who employ this indicator are confident, upbeat, and focused on their objectives. They are aware that there will be challenges and that hard work will be required, and they are not overconfident. They are committed and think that they should focus on what they can control and they appreciate positivity and optimism. They want their employees to know that their leader will stay cool and confident, and that the team will succeed together. A leader like this communicates high performance standards and drives his or her team. Leaders maintain his followers to think outside the box (Anderson, 2017; Rashid & Halim, 2014).

The overall assessment of the teacher-respondents believes that the leader in this dimension Inspirational Motivation with a composite mean of 4.29 possessed these characteristics of followers who are motivated and inspired by inspirational motivation, which uses behavior to provide a common meaning and a challenge (McCleskey, 2014). The spirit of the team is boosted, passion and positivity are demonstrated. The transformational leader establishes followers' relationships by maintaining a continuous flow of communication between them, which leads to the achievement of a common purpose.

The findings reveal, as teachers' judgment, the leader produced a positive morale culture and inspired the teachers to continually progress as people and professionals. The result also demonstrates the ability of school leaders to inspire and motivate teachers to strive for excellence and to contribute to the school's success through a strong sense of togetherness and oneness when completing school-related tasks. According to Velasco (2015), many individuals regard school administrators as people of high dignity who have the potential to lead the school to success. School leaders are responsible for motivating their workers to succeed the institution's goals and objectives. In order to gain personal growth and contribute to the institution, he/she should be able to encourage his subordinates to identify their abilities and learn how to work efficiently. He/She should also be able to motivate instructors to see how important they are as educators and what they can do to help students succeed.

The inspirational motivation of leaders inspires their people to realize the vision that moves the institution forward. A leader must utilize symbols and emotional appeals to urge his or her team to achieve more than they previously believed possible (Northouse, 2016). This level of motivation, which a leader may instill in his or her team, will generate positive reinforcement, helping them to do even more.

The quantitative analysis found in Table 13, shows the Transformational Leadership in terms of Intellectual Stimulation were positively evaluated 'frequently". Based on the table, the indicator 'Our leader looks for alternative ways to solve problems' has attained the highest assessment with (WM=4.22).

Table 13
Transformational Leadership in terms of Intellectual Stimulation

Indicators	Mean	VI	Rank
D1. Our leader examines situations by critically asking if they are suitable	4.10	Frequently	4
D2. Our leader looks for alternative ways to solve problems	4.22	Frequently	1
D3. Our leader gets others to look at problems from different angles	4.16	Frequently	3
D4. Our leader suggests new alternatives, ways of carrying out and complementing activities	4.20	Frequently	2
Composite Mean	**4.17**	**Frequently**	

Legend: 4.50-5.0 = Always; 3.50-4.49 = Frequently; 2.50-3.49 = Fairly often; 1.50-2.49 = Sometimes; 1.0-1.49 = Once in a while

A leader who exhibits intellectual stimulation seeks for new perspectives and ideas towards solving problems (Darshan, 2011). Leaders that urge their employees to stay rational in the aspect of emotional difficulties in the classroom create a more peaceful environment with greater opportunities for advancement. Problem solving and other intellectual pursuits encourage creativity and perseverance. Followers' flaws are not publicly criticized, and inventiveness is encouraged. Followers are given chances to engage in solving problem by their leaders through thought provoking ideas and demonstrate inventive solutions. The leader's intellectual stimulation inspires followers to attempt new things.

On the indicator 'Our leader suggests new alternatives, ways of carrying out and complementing activities' got the second rank of (WM=4.20). Employee creativity is challenged and energized by intellectual stimulation leadership style, according to Cheung and Wong (2011), which stimulates and energizes employees to seek creative methods to their work (Yunus & Anuar, 2012).

Furthermore, the indicator 'Our leader gets others to look at problems from different angles' got the third rank of (WM=4.16). Leaders that encourage intellectual stimulation inspire their employees to be innovative, observe problems from multiple viewpoints, and use technology to develop new and better solutions to

problems (Gumusluoglu & Ilsev, 2009).

Lastly, the indicator 'Our leader examines situations by critically asking if they are suitable' got the lowest rank with (WM=4.10). Considering the research of Bass and Riggio (2006), expound that leaders of transformational strive to inspire, encourage their subordinates as well as to exhibit innovation and creativity by reviewing and questioning the old methods and reframing problems.

Intellectual stimulation will be measured by four indications, according to the studies of Loon, et al. (2012) namely, supervising the performance of followers according to standards, directing challenges from several points of views, leading to address responsibilities from many angles and guiding to find innovative ways to complete tasks.

The overall assessment of the teacher-respondents believes that the leader in this dimension Intellectual Stimulation with a composite mean of 4.17, possessed these indicators, by rethinking, reformulating, and resolving old problems in novel techniques, leaders deliver formula through fresh and creative ways. Transformational leaders solicit new ideas from their followers, demonstrate innovative solutions to challenges, and eventually invite them to engage in problem resolution. It means that the teachers thought their school leader was an excellent role model for his or her subordinates. Green (2013) backs up this conclusion, saying that leading people involves demonstrating that you are a role model. A leader must have potentials that make his subordinates respect him. Role modeling entails influencing and motivating people to do good. Similarly, the study's reflect David (2012) conclusions that a transformative leader is someone who leads from the inside out and whose work is based on true relationships and has emotional intelligence and self-awareness.

Influencing teams through intellectual stimulation allows them to be more creative and take on new tasks. Certain views or ideals about the leader's attributes, as well as the organization's ultimate aims, can be challenges (Northouse, 2016). When it comes to responsibilities and organizational challenges, someone with creative power impact can think strategically and demonstrate innovation. This encourages followers to think about how they may use their own strengths and abilities to produce and make decisions that will have an impact on the team and organization. This leads to unknown place in terms of producing new and inventive ideas. The intellectually stimulating leader pushes people to attempt new techniques while maintaining a sensible approach.

Table 14
Transformational Leadership in terms of Individualized Consideration

Indicators	Mean	VI	Rank
E1. Our leader invests time in teaching and training	4.28	Frequently	1
E2. Our leader treats others as people rather than treating them just as members of the group	4.09	Frequently	4
E3. Our leader considers each person as having needs, skills and aspirations that are different from those of others	4.15	Frequently	3
E4. Our leader helps others to develop their strengths	4.25	Frequently	2
Composite Mean	**4.19**	**Frequently**	

Legend: 4.50-5.0 = Always; 3.50-4.49 = Frequently; 2.50-3.49 = Fairly often; 1.50-2.49 = Sometimes; 1.0-1.49 = Once in a while

The quantitative analysis found in Table 14, shows the Transformational Leadership in terms of Individualized Consideration were 'frequently" evaluated. Based on the table, the indicator 'Our leader invests time in teaching and training' has attained the highest assessment of (WM=4.28). It's vital to understand that teaching is an ability that develops through time, as a good teacher, like a good student, is always learning within the structure of information. Teaching and learning are inextricably linked, and teaching is a career that lasts a lifetime, therefore it's critical for schools to spend heavily in teacher development. As a result, professional development is an essential component of the instruction - knowledge improvement. The need of keeping teachers up to date on the most recent educational research is emphasized

in good teacher education. Individualized attention occurs when a leader provides coaching, mentoring, and feedback to employees based on their unique needs (Amin et al., 2013). According to Rashid and Halim (2014), such a leader attempts to widen subordinates' knowledge and skills while also allowing them to attain their maximum potential.

On the indicator 'Our leader helps others to develop their strengths' got the second highest (WM=4.25). In general, transformational leader believes in his or her followers' strengths and skills (Lussier & Achua, 2004). Research by Rath and Conchie (2009) found out that most effective leaders invested in their employees' abilities, assembled the best team possible by bringing together the appropriate people, recognizing the demands of their followers. Those that demonstrate optimism and harmony work to eliminate distractions and disruptions from their team, enabling them to concentrate on handling the work. At the same time, the leader is a dedicated person who helps the team attain its full potential.

Furthermore, the indicator 'Our leader considers each person as having needs, skills and aspirations that are different from those of others' got the third rank of (WM=4.15). Individual attention entails tailored care for individual employees, as well as advice, support, and help, according to Avolio et al., (2009). Understanding creates the tone in the workplace that people are important. Empathy-based culture offers them the benefit of the doubt and assume that they are doing their best, Otherwise, it tries to figure out why they aren't performing well before passing judgment. As a result, leaders should be taught the dynamic listening skills such as inquiring concerns, reinforcement both verbal and nonverbal signs of listening as a way can leaders assist in developing understanding. For leaders, creating this culture means recognizing the person's feelings and experiences of team members, which in turn, promotes trust and improves goal achievement.

While the indicator 'Our leader treats others as people rather than treating them just as members of the group' attained least assessment of (WM=4.09). The purpose of a leader is to guide others. Leaders were often describe as leading organizations, but organizations are made up of people, and employees or a workforce must be treated as such by their leaders in order to stay involved, creative, confident, and working and cooperating with others. Furthermore, followers who sense valued and heard are more engaged in the process and motivated to help the organization achieve its goals. This strategy empowers leaders to gain a better view of their employees' strengths, allowing them to improve the team's structure for success. This holds true for encounters outside of school-mandated observations and meetings. Slight, yet more regular interactions between administrators and their employees build faith, shared a common service, resulting to an overall enhanced productivity relationship.

The overall assessment of the teacher-respondents believes that the leader in this dimension Individualized Consideration with a composite mean of 4.19, verbally interpreted as 'frequently' possessed these indicators, where leaders who facilitate learning, teaching and training using a variety of approaches, activities and resources to motivate, engage and inspires followers. Leaders who understand and share their followers' issues and wants, and provide purpose, counsel, support, direction, and inspiration to help them achieve their goals (Avolio et al., 2009). Leaders who demonstrate individualized consideration, according to Walumbwa et al. (2008), are those who give attention to the fulfillment and progress demands of individual followers, serve as mentors or trainers, create possibilities for learning, and encourage an environment that fosters personal development.

Furthermore, transformational leadership requires training programs and development because transformational leaders do not come naturally, but they can develop individualities and progress transformational leadership skills through their life experiences (Length, 2009b)

Finally, it is critical to pay close attention to what each member of a team requires. By taking the time to listen to people's needs and desires, individualized consideration fosters a supportive environment (Northouse, 2016). When a leader understands the needs of his or her followers, he or she can remove roadblocks and teach the individual how to reach more success.

Table 15
Summary Table on Transformational Leadership

Dimensions	Composite Mean	VI	Rank
Attributes	4.01	Frequently	5
Behavior	4.22	Frequently	2

Inspirational Motivation	4.29	Frequently	1
Intellectual Stimulation	4.17	Frequently	4
Individualized Consideration	4.19	Frequently	3

Legend: 4.50-5.0 = Always; 3.50-4.49 = Frequently; 2.50-3.49 = Fairly often; 1.50-2.49 = Sometimes; 1.0-1.49 = Once in a while

Table 15 presents the Summary on Transformational Leadership wherein the respondents "frequently" believe their leaders on the dimension Inspirational Motivation with a weighted mean of 4.29, Idealized Influence (Behavior) with a weighted mean of 4.22, Individualized Consideration with a weighted mean of 4.19, followed by Intellectual Stimulation with a weighted mean of 4.17 and Idealized Influence (Attributes) with the lowest mean of 4.01. Transformational leaders exhibit behaviors that inspire their followers. They are also usually upbeat and ready to take on new challenges. A transformational leader persuades his people of the mission and objectives to be met. The organization's goals were also fully committed, according to the executives. School leaders are accountable for giving moral support in the framework of education as well as the resources and facilities required to boost and sustain teacher motivation in order to meet the school's goals. (Avolio et al., 2009)

Inspirational motivation leader's manifests who can express their high expectations, use symbols to help followers concentrate on task, determine important goals in a straightforward manner (Avolio et al., 2009). The transformational leadership style can be realized in the institutions given the following features, remarkable outlook of the future, challenge high-standard personnel, express ideas with enthusiasm, and offer a considerable incentive for the employees. This kind of influence can help create enthusiasm and optimism, as well as inspire accomplishment motivation, so that people are motivated to achieve high principles of excellence.

According to Gomes (2014), inspirational motivation has been utilized by leaders to empower and motivate their followers, as well as cognitively stimulating them to encourage the ingenious and creative work of their followers. In a study conducted by Ahmad et al. (2014) shows an evaluation on the effects of transformational leadership on employee motivation, inspiring motivation was found to be positively related to work motivation. In another study exploring the impact of transformational leadership on employee performance, Elgelal (2014) discovered that inspiring motivation was positively related to employee motivation. Transformational leaders can visualize a clear and optimistic picture of the future for their subordinates, encouraging them to work toward the organization's goals and mission (Hayati et al., 2014). People are inspired by transformational leaders who take on difficulties and function as character models (Jandaghi et al., 2015). Leaders who practice transformational leadership can help followers understand the meaning of problems they face and motivate them to attain their objectives (Hayati et al., 2014).

The quantitative analysis found in Table 16, shows the Motivation at work in terms of Intrinsic Motivation were responded "Correspond Strongly". Based on the table, the indicator 'I do my work because it is pleasant to carry out this task' got the highest evaluation of (WM=4.39). The researcher believes that the respondents are appreciative for the opportunity to complete each task with compassion, resulting in beneficial and positive outcomes.

Table 16
Motivation at Work in terms of Intrinsic Motivation

Indicators	Mean	VI	Rank
A1. I do my work because it is pleasant to carry out this task.	4.39	Correspond strongly	1
A2. I do my work because I find this task interesting to do.	4.36	Correspond strongly	2
A3. I do my work because I like doing this task.	4.35	Correspond strongly	3
Composite Mean	**4.37**	**Correspond strongly**	

Legend: 4.50-5.0 = Correspond completely; 3.50-4.49 = Correspond strongly; 2.50-3.49 = Correspond moderately; 1.50-2.49 = Correspond a little; 1.0-1.49 = Not correspond at all

A desire to interact with learners, the chance to be intellectually fulfilled, and a way to make a social influence commonly topped the list of reasons for entering the teaching process. The most basic form of self-motivation, characterized by behavioral engagement without any external reward or incentive.

On the indicator 'I do my work because I find this task interesting to do' got the second rank of (WM=4.36). A study by Kálmán Csaba (2018), stated that a motivating learning environment is one that is fascinating and enjoyable not simply because students are naturally motivated to learn, but also because if teachers appreciate their work environment, they will be more productive, their eagerness is communicated to the learners, which, in turn, will again help the learners maintain their motivation over a sustained period of time that learning requires.

Lastly, the indicator 'I do my work because I like doing this task.' got the lowest rank with (WM=4.35). Teachers are motivated, according to Gokce (2010), since they can achieve educational goals at their own level. This is clearly explained in this study that teachers teach not the purpose of receiving rewards or receiving prizes. Teachers are doing this for their own motives and because they want to be part of their student success. As a result of this study, if teachers are motivated, students will become motivated also, an inspired teacher can be able to inspire the learners too.

The respondents believe that the teacher in this Motivation at Work in terms of Intrinsic Motivation with a composite mean of 4.37, verbally interpreted as 'correspond strongly'.

Intrinsic motivation stands as a person's intrinsic drive to do something, which is fueled by desires, difficulties, and personal fulfillment. A person is intrinsically driven when they think about their jobs, look for the best way to do them, and are eager to do a good job. Intrinsic incentive advantages come from the work employees do, not from external triggers like a raise or recognition from management. Intrinsic motivation is defined as activity prompted by internal rewards. To put it another way, motivation is defined as conduct that originates from within an individual and is fundamentally useful.

Studies have shown that internal motivation - doing something primarily to gain interest or pleasure - energizes, improves well-being, and improves our performance (Ryan & Deci, 2017). They gave meaning to intrinsic motivation as performing an activity for its inherent pleasures rather than for some tangential benefit. Since it draws people more fully into the task at hand, intrinsic motivation is the most common type of motivation in education. It is common knowledge that the consequences of intrinsically driven performance are of higher quality.

Teachers who are intrinsically motivated understand what it means to seek out, master, and enjoy ideal challenges (Reeve et al., 2007).

Table 17
Motivation at Work in terms of Identified Regulation

Indicators	Mean	VI	Rank
B1. I do my work because it is important for me to carry out this task.	4.52	Correspond completely	3
B2. I do my work because this task allows me to attain work objectives that I consider important	4.54	Correspond completely	2
B3. I do my work because I find this task important for the academic success of my students.	4.61	Correspond completely	1
Composite Mean	**4.56**	**Correspond completely**	

Legend: 4.50-5.0 = Correspond completely; 3.50-4.49 = Correspond strongly; 2.50-3.49 = Correspond moderately; 1.50-2.49 = Correspond a little; 1.0-1.49 = Not correspond at all

The quantitative analysis found in Table 17, shows the Motivation at work in terms of Identified Regulation were positively evaluated "Correspond Completely". Based on the table, the indicator 'I do my work because I find this task important for the academic success of my students' got the highest (WM=4.61). Teachers play a critical impact in their students' academic achievement. Through guiding learning and growth, teachers appear to be the best facilitators in these social environments to promote, cultivate, and harness

internal impulses of pupils to be curious and engaged (Niemiec & Ryan, 2009). It gives learners a chance to acquire the necessary skills and knowledge on various fields of education such as Reading, Literature, mathematics, History, Politics and other academic and non-academic subjects. In the school, learners were taught to become analytical and critical thinker, self-directed, gender sensitive, communicative, God-loving, open-mindedness, socially-oriented, concerned for others, environmental friendly, promoter of justice and peace, builder of family values, a person of integrity and a transformative leader for the 21st century.

On the indicator 'I do my work because this task allows me to attain work objectives that I consider important' got the second rank of (WM=4.54). Lastly, the indicator 'I do my work because it is important for me to carry out this task' got the lowest assessment of (WM=4.52). The respondents believe that the teacher in this Motivation at Work in terms of Identified Regulation who got a composite mean of 4.56, verbally interpreted as 'correspond completely'. Employees that are highly motivated believe that their work allows them to attain their own goals or that their work corresponds with their own standards, according to studies (Van Wingerden & Van der Stoep, 2018; Purc & Laguna, 2019).

Teachers must be motivated in order to improve success in the learning environment (Carson & Chase, 2009). The effectiveness of teaching was measured in terms of teaching styles, teaching approaches, teaching method, and teaching behavior in relation to motivation of teachers since student learning results are heavily reliant on the quality of teaching. (Butler & Shibaz, 2014)

The professional development is carried out for a variety of goals, including certification, upgrading, preparing them for new responsibilities, refreshing their knowledge of teaching pedagogies, and learning about changes to the curriculum most of the time.

Bush and Kaparou (2015) observed the connection between providing instructional leadership and supporting teachers' professional development in a centralized setting, taking a similar perspective.

Therefore, through seminars, workshops, and training events, teachers must be encouraged and supported in their professional development (Pescuela, 2015). Then, Babalola and Hafsatu (2016) noted that school should inspire their teaching staff to take initiative, be creative, and be productive.

Table 18
Motivation at Work in terms of Introjected Regulation

Indicators	Mean	VI	Rank
C1. I do my work because if I don't carry out this task, I will feel bad.	4.20	Correspond strongly	2
C2. I do my work because I would feel guilty not doing it.	4.26	Correspond strongly	1
C3. I do my work because I don't want to feel bad if I don't do it.	4.18	Correspond strongly	3
Composite Mean	**4.21**	**Correspond strongly**	

Legend: 4.50-5.0 = Correspond completely; 3.50-4.49 = Correspond strongly; 2.50-3.49 = Correspond moderately; 1.50-2.49 = Correspond a little; 1.0-1.49 = Not correspond at all

The quantitative analysis found in Table 18, shows the Motivation at work in terms of Introjected Regulation were assessed "Correspond Strongly). Based on the table, the indicator 'I do my work because I would feel guilty not doing it.' got the highest (WM= 4.26).

An independent type of motivation that displays behavioral participation
as a result of internal demands such as avoiding feelings of shame or guilt, or obtaining natural self-esteem or pride. On the indicator 'I do my work because if I don't carry out this task, I will feel bad' got the second rank of (WM=4.20).

Lastly, the indicator 'I do my work because I don't want to feel bad if I don't do it' got the lowest rank of (WM=4.18).

The respondents believe that the teacher in this Motivation at Work in terms of Introjected Regulation who got a composite mean of 4.21, verbally interpreted as 'correspond strongly'. Introjected regulation occurs when a behavior's motivation is drawn from internal feelings like pride or remorse, whereas external regulation, which is the most regulated, is based on external incentives or penalties like compliments or

negative social evaluation (Ryan & Deci, 2000). Individuals with introjected motivation recognize the importance of the work and absorb the concept. Self-confidence is conditional with the presence of significant introjected action demonstrates on success (Ryan & Brown, 2003). As result, those who are highly motivated will say that they are doing their job to maintain their character or that in order to feel good, they must be the best in their institution.

Another aspect that must be considered is comments or continuous feedback regarding work progress and improvement for higher work engagement. This has been confirmed by literature on the response setting, which asserted that a supportive environment produced by school leader leads to gains in teachers' performance and well-being. These elements, which in turn can boost teachers' involvement and empowerment, were also highlighted by Frantz et al. (2016). As mentioned, the interaction between teacher and his/her institution has an impact on motivation to work and succeed (Taylor, 2015).). Additionally, Chau et al. (2015) shown that supportive leader feedback settings are associated with both higher influential and image-enhancing motives.

Table 19
Motivation at Work in terms of External Regulation

Indicators	Mean	VI	Rank
D1. I do my work because my work demands it.	4.25	Correspond strongly	1
D2. I do my work because the school obliges me to do it.	4.08	Correspond strongly	3
D3. I do my work because I am paid to do it.	4.10	Correspond strongly	2
Composite Mean	**4.14**	**Correspond strongly**	

Legend: 4.50-5.0 = Correspond completely; 3.50-4.49 = Correspond strongly; 2.50-3.49 = Correspond moderately; 1.50-2.49 = Correspond a little; 1.0-1.49 = Not correspond at all

The quantitative analysis found in Table 4.4, shows the Motivation at work in terms of External Regulation were evaluated "Correspond Strongly". Based on the table, the indicator 'I do my work because my work demands it' got the highest rank of (WM=4.25).

The researcher believe that the respondents are working because their job demands it, primarily because they are teachers. Learners in school comes from a society of diverse and multi-cultural background. Teachers commitment to attend learners' need to demonstrate a chance to socialize and broadens the parameters of knowledge and social life, that will keep them active, creative, collaborative, enjoys group work, capable of achieving, admires competent, caring, loves to be challenged and to take risks and able to process stressful situations in a healthier manner which alleviates anxiety and correlates to a happier outlook in life.

This is the most common type of extrinsic motivation, and thus the least autonomous, as it reflects engaging in behaviors in order to get external reinforcement, such as a reward or avoid punishment. On the indicator 'I do my work because I am paid to do it' got the second rank of (WM=4.10). The study of motivation is particularly concerned with work.

Work is a significant source of identity, self-esteem, and self-actualization from a psychological standpoint. It gives employees a sense of accomplishment by demonstrating their worth to society. However, it can also be a cause of irritation, boredom, and feelings of meaninglessness that shape an individual's personality and the nature of work. Individuals assess themselves based on their ability to accomplish goals. If people believe their job is preventing them from realizing their full potential, it can be difficult to stay motivated and have a sense of purpose at work.

The data were investigated and seem to reveal that, despite the fact that teachers were satisfied with their overall work environment, including school policies and professional relationships, it is their obligation to do their work because they are paid to do it and others were not satisfied with the salaries they were getting, as

well as the incentives they received from the schoolwork engagement.

Lastly, the indicator 'I do my work because the school obliges me to do it' got the lowest evaluation with (WM=4.08).

The respondents believe that the teacher in this Motivation at Work in terms of External Regulation who got a composite mean of 4.14, verbally interpreted as 'correspond strongly'. When behavior is governed by rewards or avoid unfavorable outcomes, it is called external regulation. The individual feels obligated to act in a certain way regardless whether the purpose of action is to receive rewards or to avoid sanctions. This is the lowest self-determined type of motivation, involving conformity or the pursuit of external incentives while avoiding punishments (Gagné & Deci, 2005). As a result of their efforts, their high degree of extrinsic motivation will improve, among other things, ensures that they have a certain level of living, enables them to make a substantial profit, or is the main reason they get up in the morning. The function of work economically meets extrinsic incentive (Hofeditz et al., 2017).

Table 20
Motivation at Work in terms of Amotivation

Indicators	Mean	VI	Rank
E1. I do my work because I don't see the relevance of carrying out this task.	2.19	Correspond a little	2
E2. I do my work because I used to know why I was doing this task, but I don't see it anymore.	2.26	Correspond a little	1
E3. I do my work because I don't see its purpose anymore	2.04	Correspond a little	3
Composite Mean	**2.17**	**Correspond a little**	

Legend: 4.50-5.0 = Correspond completely; 3.50-4.49 = Correspond strongly; 2.50-3.49 = Correspond moderately; 1.50-2.49 = Correspond a little; 1.0-1.49 = Not correspond at all

The quantitative analysis found in Table 20, shows the Motivation at work in terms of Amotivation were assessed "Correspond a Little". Based on the table, the indicator 'I do my work because I used to know why I was doing this task, but I don't see it anymore.' got the highest rank of (WM=2.26). Motivation in this situation needs an effective and efficient leader set themselves as a role model, a noble example, and sets high standards of accountability. Leaders explain and improve practices and execute them with daily discipline. They turned vision to strategies, values to objectives, processes to practices, actions to accountabilities, execution to performance. They gave focused on productivity in motivation, teamwork, communication and purpose. They encouraged everyone to make their best and reach their desired goals. They carry out unique viewpoint that encourages people and add new elements that improve the institution.

The effort of a teacher has a greater impact on a school's performance, and if that teacher is dissatisfied at work, it will show in how he/she do the job (Mark, 2015). A teacher must therefore maintain professional and personal development as well as their motivation levels in order to effectively and efficiently carry out and achieve the common objectives (Lopez & Irene, 2015).

On the indicator 'I do my work because I don't see the relevance of carrying out this task' got the second rank with (WM=2.19). Motivation in this condition needs a dynamic long-term plan that plots the route towards the realization of the institution's vision and goal. It implies how effective and efficient an organization is in achieving the outcomes intends to produce that is profitable without waste. It is directly concern with everyone within the organization with a given talented management and focused leader that implements change and transformation. This will be of great help to the organization that the employees attain necessary knowledge and skills to remain steadfast and succeed in the future. It is used to guarantee

that the organization has undergone growth and development.

Lastly, the indicator 'I do my work because I don't see its purpose anymore' got the lowest evaluation of (WM=2.04). Motivation at work in this circumstance required a systematic structure in an organization wherein the authority, functions and responsibility of each member are clearly defined and communicated. It is the framework that defines the roles, responsibilities, authority and accountabilities that designed to accomplish and achieve the desired organization's goals and objectives. It refers to the establishment of tangible and intangible components of an organization. In here the structure gives its members a clear-established structure, idea and guidelines to the group to maintain order and resolve conflicts. It binds its members as a team to give meaning and identity to each member and to the group as well. Structure in any organization is expected to be known to its members because it will match up what kind of organization the members belong, what kind of people are in it and what each member see of themselves doing to achieve their common goals.

The respondents believe that the teacher in this Motivation at Work in terms of Amotivation with a composite mean of 2.17, verbally interpreted as 'correspond a little'. Amotivated are the lowest self-determined activities displaying an attitude of helplessness because there is no purpose, no expectation of anything, or possibility of changing the outcome.

Low energy levels, minimal control of behavior, and an absence of participation in the profession are all signs of amotivation, or a lack of motivation. This idea is comparable to learned helplessness, and it is typically associated with negative job consequences.

Pressure, instructor autonomy is restricted, self-efficacy is insufficient, insufficient career paths, repetition of material, and limited opportunities for intellectual growth are among the types of demotivating variables proposed by Dörnyei and Ushioda (2011). According to Noels et al. (2000), if people had the option of whether or not to complete a task, they would seek out more tempting ways to do so, making the issue more difficult for them. When confronted with these difficulties, respondents believed they could complete the assignment.

On the contrary, the findings demonstrate that teachers' motivation and morale are significantly influence by their social standing and working environment. This study, highlight the importance of school leader in preserving a remarkable workplace culture, which is required to exhibit a greater commitment and passionate devotion to providing high-quality service. (Nyam, 2014; De Castro & Portugal, 2014).

Table 21
Summary Table on Motivation at Work

Dimensions	Composite Mean	VI	Rank
Intrinsic Motivation	4.37	Correspond strongly	2
Identified Regulation	4.56	Correspond completely	1
Introjected Regulation	4.21	Correspond strongly	3
External Regulation	4.14	Correspond strongly	4
Amotivation	2.17	Correspond a little	5

Legend: 4.50-5.0 = Correspond completely; 3.50-4.49 = Correspond strongly; 2.50-3.49 = Correspond moderately; 1.50-2.49 = Correspond a little; 1.0-1.49 = Not correspond at all

Table 21 presents the Summary on Motivation at Work wherein the dimension of Identified Regulation got a weighted mean of 4.56, Intrinsic Motivation with a weighted mean of 4.37, Introjected Regulation with a weighted mean of 4.21, followed by External Regulation with a weighted mean of 4.14 and Amotivation with the lowest mean of 2.17. This research has added to the body of knowledge by demonstrating that identified regulation is an important sort of workplace motivation. Teacher motivation has implications not only for themselves but also for the classroom experiences of students and the overall stability and effectiveness of the institution.

Scholars believe that effective schools exist, succeed in establishing professional settings that allow teachers to finish their work, take part in choices that influence their job, have a considerable degree of autonomy in carrying out their responsibilities, have a similar goal, receive credit, collaborate, and be given

numerous possibilities for professional development to assist them in broadening their perspectives (Gatsinzi et al., 2014). Teacher' professional conduct and job performance are influenced by motivational variables that are connected to their professional needs, resulting in teachers being creative, tenacious, and committed to their work (Nzulwa, 2014). Teachers do not demonstrate desired professional conduct if their motivation does not match their professional needs. As a result, teachers' professional development should be adapted to their unique needs and objectives (Alam & Farid, 2011).

Hechanova (2014) focused on the existence of requirements related to work, career, and organization as engagement predictors while examining the needs of the Filipino working population and the relationship between these needs and employee engagement. There is significant relationship between working conditions of teachers and their performance to work (Garcia, 2016). The conclusion suggests that meeting teachers' requirements for professional development through career advancements, research endeavors, and training activities acts as a motivating element in raising teachers' performance at work. In support of this, Aguado (2015) pointed out that school leaders support teachers and recognize their efforts. Additionally, as a means of self-fulfillment and motivation as well as a valuable component of academic institutions, this represents a higher priority in acquiring prestige in the teaching profession.

Table 22
Significant Differences in Transformational Leadership when Grouped According to Demographic Profile

Gender	AVEATR Mean (SD)	AVEBEH Mean (SD)	AVEIM Mean (SD)	AVEIS Mean (SD)	AVEIC Mean (SD)
Male	3.89 (1.09)	3.99 (1.23)	4.01 (1.30)	3.94 (1.23)	3.91 (1.31)
Female	4.05 (0.84)	4.30 (0.81)	4.39 (0.89)	4.25 (1.00)	4.30 (0.82)
t-value	0.880	1.685	1.902	1.477	2.029*
Civil Status					
Single	4.02(0.96)	4.25 (0.97)	4.27 (1.11)	4.23 (1.10)	4.20 (1.05)
Married	4.00 (0.85)	4.19 (0.91)	4.32 (0.91)	4.10 (1.05)	4.19 (0.91)
t-value	0.11	0.42	0.312	0.669	0.049
Age	AVEATR	AVEBEH	AVEIM	AVEIS	AVEIC
Less than 30	4.26 (0.79)	4.56 (0.63)	4.61 (0.67)	4.51 (0.90)	4.48 (0.81)
30 to 39	3.64 (1.07)	3.76 (1.23)	3.85 (1.35)	3.81 (1.29)	3.75 (1.27)
40 to 49	4.16 (0.72)	4.40 (0.71)	4.40 (0.79)	4.19 (1.04)	4.32 (0.75)
50 or more	3.94 (0.94)	4.09 (0.89)	4.28 (1.03)	4.13 (0.84)	4.20 (0.85)
F-value	3.652*	5.937**	4.016**	2.869*	4.146**
Education	AVEATR	AVEBEH	AVEIM	AVEIS	AVEIC
Bachelors degree	4.01 (0.91)	4.25 (0.87)	4.34 (0.96)	4.22 (1.02)	4.24 (0.92)
Masteral degree	4.21 (0.66)	4.32 (0.73)	4.35 (0.73)	4.22 (0.91)	4.32 (0.70)
Doctoral degree	3.28 (1.32)	3.61 (1.85)	3.56 (1.99)	3.47 (1.80)	3.25 (1.83)
F-value	3.814*	2.138	2.591	2.093	4.768*
Level taught	AVEATR	AVEBEH	AVEIM	AVEIS	AVEIC
Preschool	3.94 (0.83)	4.00 (1.06)	4.00 (0.71)	3.75 (1.40)	4.06 (0.72)
Elementary	4.19 (0.85)	4.54 (0.58)	4.70 (0.47)	4.54 (0.63)	4.51 (0.61)
Secondary	3.96 (0.95)	4.12 (0.97)	4.20 (1.13)	4.06 (1.17)	4.09 (1.07)
College	3.77 (1.05)	4.12 (1.33)	4.00 (1.38)	3.92 (1.20)	3.87 (1.27)
Varied levels	3.96 (0.80	3.98 (1.09)	3.93 (1.04)	4.00 (1.22)	4.11 (1.09)
F-value	0.674	1.654	2.590*	1.828	1.625
Subjects taught	AVEATR	AVEBEH	AVEIM	AVEIS	AVEIC
AP/Social Studies/Social Sciences	3.88(1.23)	4.10 (1.01)	4.02 (1.44)	4.15 (1.23)	4.30 (1.16)
MAPEH	4.52 (0.64)	4.44 (0.96)	4.67 (0.78)	4.63 (0.80)	4.65 (0.78)
Business	3.60 (1.53)	3.70 (2.10)	3.80 (2.17)	3.55 (1.92)	3.60 (1.97)

IT/Computer	3.28 (1.15)	3.94 (1.39)	3.69 (1.48)	3.31 (1.75)	3.72 (1.50)
English/ Language	4.33 (0.70)	4.41 (0.74)	4.48 (0.69)	4.47 (0.77)	4.57 (0.55)
Filipino	4.00 (0.77)	4.09 (0.76)	4.39 (1.00)	3.83 (1.18)	3.98 (1.24)
Mathematics	4.02 (0.87)	4.22 (1.04)	4.50 (0.92)	4.32 (0.81)	4.08 (0.85)
Science	4.02 (0.97)	4.41 (0.75)	4.34 (0.89)	4.44 (0.68)	4.27 (0.76)
TLE	3.88 (1.08)	4.21 (1.25)	4.17 (1.38)	3.83 (1.72)	3.83 (1.29)
Varied subjects	3.85 (0.73)	4.15 (0.69)	4.13 (0.69)	4.12 (0.80	4.09 (0.68)
F-value	1.62	0.54	0.97	1.69	1.35
Length of Service	**AVEATR**	**AVEBEH**	**AVEIM**	**AVEIS**	**AVEIC**
Less than 5 years	4.11 (0.85)	4.39 (0.69)	4.41 (0.80)	4.18 (1.15)	4.34 (0.91)
5 to 10 years	3.95 (0.85)	4.20 (0.86)	4.27 (0.95)	4.26 (1.00)	4.16 (0.95)
11 to 15 years	3.89 (1.13)	4.00 (1.35)	4.16 (1.41)	4.08 (1.36)	4.02 (1.35)
16 to 20 years	4.15 (0.81)	4.38 (0.95)	4.38 (0.92)	4.25 (0.74)	4.17 (0.83)
21 to 25 years	4.16 (0.84)	4.50 (0.65)	4.50 (0.75)	4.48 (0.78)	4.66 (0.65)
26 to 30years	3.97 (0.80	3.78 (1.20)	3.97 (1.23)	3.75 (1.32)	3.72 (1.09)
More than 30 years	3.85 (1.25)	4.13 (0.82)	4.25 (1.21)	3.98 (0.95)	4.23 (0.79)
F-value	0.30	0.95	0.37	0.51	0.99

Legend: ATR = Attribute; BEH = Behavior; IM = Inspirational Motivation; IS = Intellectual Stimulation; IC = Individualized Consideration;
*Significant at 5% level, ** Significant at 1% level

Table 22 shows the test of Significant Differences in Transformational Leadership when Grouped According to Demographic Profile. In terms of gender, the findings showed that the mean score obtained by female teachers was higher than the mean score obtained by male teachers in all of the following dimensions of leadership namely: Idealized Influence (Attribute), Idealized Influence (Behavior), Inspirational Motivation, Intellectual Stimulation and Individualized Consideration.

The researcher believe that female teachers have higher evaluation in transformational leadership than male. The result showed that there is no significant difference in the dimensions of Idealized Influence (Attribute), Idealized Influence (Behavior), Inspirational Motivation and Intellectual Stimulation. However, there is significant difference in the dimension of Individualized Consideration since the computed p-value was less than 0.05 alpha level. This means that the responses vary significantly and based from the test conducted, it was found out that female have a better impression compared to male.

Additionally, in terms of civil status, the findings showed that the mean score obtained by single teachers was higher than the mean score obtained by married teachers. Thus, single teachers had their higher assessment in the following dimensions of leadership namely: Idealized Influence (Attribute), Idealized Influence (Behavior), Intellectual Stimulation and Individualized Consideration. This implies that there is no significant difference in assessment in transformational leadership when grouped according to sex since the computed p values are greater than 0.05 alpha level.

In terms of age, the findings showed that the mean score obtained by teachers aged less than 30 years old obtained the highest assessment in all of the following dimensions of leadership namely: Idealized Influence (Attribute), Idealized Influence (Behavior), Inspirational Motivation, Intellectual Stimulation and Individualized Consideration. The results showed that there is a significant difference observed on the five dimensions of transformational leadership when grouped according to age since the resulted p value was less than 0.05 level of significance. This implies that the responses vary statistically, it was found out that the respondents where they are exposed to their leaders widen their understanding and intellectual development.

Moreover, in terms of educational attainment, the results showed that the mean score obtained by masteral degree teachers obtained the highest assessment in all of the following dimensions of leadership. Such difference is not significant in the dimensions of Idealized Influence (Behavior), Inspirational Motivation and Intellectual Stimulation. However, this indicate that there is a significant difference in assessment in transformational leadership in the dimensions of Idealized Influence Attribute and Individualized

Consideration when grouped according to educational attainment since the computed p values are less than 0.05 level of significance.

On the other hand, in relation to the level taught by the teachers, this implies that elementary school teachers had their highest assessment in all of the following dimensions of leadership. Such difference is significant in the dimension of Inspirational Motivation when grouped according to level taught since the computed p values are less than 0.05 level of significance. This also shows that there is no significant difference in assessment in transformational leadership in the dimensions of Idealized Influence (Attribute), Idealized Influence (Behavior), Intellectual Stimulation and Individualized Consideration

Furthermore, in terms of the subjects taught by the teachers, it showed that that there is no significant difference in assessment in all the dimensions of transformational leadership since the computed p values are greater than 0.05 level of significance. This implies that assessment in transformational leadership does not vary when grouped according to the subjects taught.

Lastly, in relation to the length of service by the teachers, this result showed teachers who had served their institution for 21 to 25 years had their highest assessment in all of the following dimensions of leadership namely: Idealized Influence (Attribute), Idealized Influence (Behavior), Inspirational Motivation, Intellectual Stimulation and Individualized Consideration. This also shows that there is no significant difference in assessment in all the dimensions of transformational leadership since the computed p values are greater than 0.05 level of significance. This implies that assessment in transformational leadership does not vary when grouped according to the length of service.

Gender stereotyping may be the reason for the gender disparities among teachers, with the teaching profession being regarded as more acceptable for females. According to Moses et al. (2014), the teaching profession is dominated by women, with 70 percent of women and 52 percent of men making up the teaching workforce at the pre-primary and primary levels in 2013. According to Keller (2011), socioeconomic developments in which more men seek new jobs or leave the teaching profession, as well as the old notion that men, as economic providers, must seek a job with a higher salary to support their families, are among the reasons for the feminization of the teaching profession.

Table 23
Significant Differences in Motivation at Work when Grouped According to Demographic Profile

Gender	AVEINMOT Mean (SD)	AVEIDREG Mean (SD)	AVEINTREG Mean (SD)	AVEEXTREG Mean (SD)	AVEAMOT Mean (SD)
Male	4.24 (0.80)	4.34 (0.75)	4.17 (0.88)	4.14 (0.89)	2.78 (1.38)
Female	4.41 (0.69)	4.64 (0.60)	4.23 (0.97)	4.14 (0.94)	1.95(1.10)
t-value	1.225	2,326*	.30800	0.008	3.589**
Civil status					
Single	4.24 (0.83)	4.44 (0.75)	4.18 (1.03)	4.13 (0.96)	2.21 (1.29)
Married	4.51 (0.54)	4.69 (0.49)	4.26 (0.85)	4.15 (0.88)	2.12 (1.16)
t-value	2.201*	2.237*	0.5	0.102	0.421
Age	**AVEINMOT**	**AVEIDREG**	**AVEINTREG**	**AVEEXTREG**	**AVEAMOT**
Less than 30	4.31(0.68)	4.56 (0.58)	4.23 (0.89)	4.24 (0.94)	2.38 (1.33)
30 to 39	4.10 (0.92)	4.22 (0.88)	4.08 (1.14)	4.00 (0.97)	2.14 (1.13)
40 to 49	4.51 (0.51)	4.77 (0.42)	4.31 (0.85)	4.10 (0.97)	1.97 (1.15)
50 or more	4.70 (0.47)	4.80 (0.34)	4.26 (0.87)	4.26 (0.73)	2.12 (1.33)
F-value	4.062**	6.356**	0.38	0.60	0.72
Education	**AVEINMOT**	**AVEIDREG**	**AVEINTREG**	**AVEEXTREG**	**AVEAMOT**
Bachelors degree	4.33 (0.73)	4.57 (0.64)	4.12 (1.00)	4.14 (0.96)	2.25 (1.25)
Masteral degree	4.51 (0.49)	4.62 (0.45)	4.42 (0.61)	4.20 (0.69)	2.10 (1.20)
Doctoral degree	4.22 (1.18)	4.19 (1.17)	4.44 (1.21)	3.96 (1.23)	1.52 (0.99)
F-value	0.859	1.674	1.432	0.239	1.538
Level taught	**AVEINMOT**	**AVEIDREG**	**AVEINTREG**	**AVEEXTREG**	**AVEAMOT**
Preschool	4.08 (0.57)	4.42 (0.50)	4.00 (0.82)	3.83 (0.58)	2.08 (1.26)

	AVEINMOT	AVEIDREG	AVEINTREG	AVEEXTREG	AVEAMOT
Elementary	4.58 (0.53)	4.79 (0.45)	4.32 (0.91)	4.30 (0.81)	2.17 (1.33)
Secondary	4.31 (0.74)	4.52 (0.64)	4.17 (0.95)	4.04 (1.01)	2.33 (1.21)
College	4.28 (1.00)	4.21 (1.00)	4.13 (1.15)	4.10 (1.06)	1.54 (0.81)
Varied levels	4.19 (0.76)	4.48 (0.71)	4.24 (0.96)	4.29 (0.71)	2.00 (1.27)
F-value	0.859	1.674	1.432	0.239	1.538
Subjects taught	**AVEINMOT**	**AVEIDREG**	**AVEINTREG**	**AVEEXTREG**	**AVEAMOT**
AP/Social Studies/Social Sciences	4.37 (0.55)	4.60 (0.54)	4.13 (1.14)	3.90 (1.10)	3.07 (1.25)
MAPEH	4.74 (0.41)	4.87 (0.26)	4.62 (0.59)	4.54 (0.63)	2.77 (1.66)
Business	3.67 (1.55)	3.93 (1.55)	3.87 (1.66)	3.93 (1.52)	1.73 (0.98)
IT/Computer	4.29 (0.58)	4.63 (0.52)	4.13(0.59)	4.29 (1.03)	2.12 (1.21)
English/ Language	4.38 (0.72)	4.53 (0.69)	4.18 (0.95)	4.15 (1.01)	2.20 (1.32)
Filipino	4.65 (0.46)	4.71(0.44)	3.98 (0.95)	4.04 (0.85)	2.12 (1.41)
Mathematics	4.36 (0.46)	4.62 (0.47)	4.36 (0.74)	4.00 (0.88)	2.40 (1.11)
Science	4.08 (1.01)	4.50 (0.83)	4.27 (1.07)	4.25 (1.02)	1.81 (1.01)
TLE	4.39 (0.71)	4.33 (0.70)	3.89 (1.09)	3.44 (1.13)	1.78 (0.81)
Varied subjects	4.32 (0.68)	4.46 (0.63)	4.28 (1.00)	4.28 (0.62)	1.74 (0.86)
F-value	1.55	1.13	0.58	0.91	1.67
Length Service	**AVEINMOT**	**AVEIDREG**	**AVEINTREG**	**AVEEXTREG**	**AVEAMOT**
Less than 5 years	4.32 (0.63)	4.59 (0.53)	4.34 (0.78)	4.28 (0.88)	2.23 (1.30)
5 to 10 years	4.27 (0.82)	4.44 (0.70)	4.13 (1.08)	4.06 (0.94)	2.52 (1.25)
11 to 15 years	4.18 (0.96)	4.33 (0.97)	4.18 (1.11)	4.14 (0.95)	1.71 (0.94)
16 to 20 years	4.56 (0.48)	4.62 (0.52)	4.36 (0.65)	4.00 (1.02)	1.89 (1.17)
21 to 25 years	4.55 (0.43)	4.82 (0.40)	4.00 (1.16)	4.15 (1.07)	2.21 (1.24)
26 to 30years	4.41 (0.62)	4.63 (0.42)	4.11 (0.47)	3.78 (0.80)	1.70 (0.93)
More than 30 years	4.73 (0.47)	4.97 (0.11)	4.33 (1.10)	4.57 (0.70)	2.43 (1.56)
F-value	1.10	1.68	0.34	0.79	1.49

Legend: INMOT = Intrinsic Motivation; IDREG = Internal regulation; INTREG = Introjected Regulation; EXTREG = External regulation; AMOT = Amotivation
*Significant at 5% level, ** Significant at 1% level

Table 23 shows the test of Significant Differences in Motivation at Work when Grouped According to Demographic Profile.

In terms of gender, female respondents have higher evaluation in Motivation at Work than male. Such difference is not significant in the dimensions of Intrinsic Motivation, Introjected Regulation, and External Regulation but is significant in the dimension of Identified Regulation and Amotivation since the computed p-value was less than 0.05 alpha level. This means that the responses vary significantly and based from the test conducted, it was found out that female have a better impression on motivation at work compared to male. There were few previous studies that have focused on motivation based on gender. According to a study, gender-based demographic characteristics did not have a statistically significant relationship with gender. According to Hitka et al. (2018), explained that teaching is mostly a female-dominated profession in Malaysia, and female instructors typically have more onerous tasks than male teachers. Female workers are more cognizant of social security and are concerned about their working relationships. Male workers are more possible to be motivated to implement their jobs based on their earnings, promotions, and responsibilities, but female workers are more likely to have a pleasant working environment, job security, and mutual cooperation.

Next, in terms of civil status, the findings showed that the mean score obtained by married teachers was higher than the mean score obtained by single teachers in most of the dimensions of motivation at work. This implies that there is no significant difference in assessment in motivation at work namely: Introjected Regulation, External Regulation and Amotivation when grouped according to civil status since the computed p values are greater than 0.05 alpha level. This also showed the significant difference in the dimensions of Intrinsic Motivation and identified regulation since the resulted p value are less than 0.05 level of significance. On the contrary, a study found that the demographic variable of civil status had no statistically

significant relationship. This is because, whether married or unmarried, they must cultivate positive thoughts about their jobs while disregarding the unfavorable aspects in order to keep their source of income (Azim et al., 2013).

In terms of age, the findings showed that there is a significant difference observed on the Intrinsic Motivation and Identified regulation since the resulted p value was less than 0.05 level of significance. This implies that the responses vary statistically, it was found out that the respondents where they are exposed to their leaders broaden their appreciation of work. This is consistent to the findings of many other studies, especially those carried out in the context of developed countries. The age will give effect on the level of motivation when performing activities (Kvavilashvili & Fisher, 2007). As stated by Kielerstajn (2008) older employee tends to had higher motivation compared to young due to value of their career. Previous study proved that younger and older age has different level of motivation.

It can be observed in the dimensions of motivation at work when grouped according to educational attainment were considered no significance, this may be due to an effective leadership and management established within the institutions where teachers feel the motivation at work and decided to stay in the organization.

Few previous studies have focused on motivation in job tasks based on respondents' educational levels. According to Hitka et al. (2018), a research of Dutch respondents found that achievers of high level of education employees were more dedicated at work.

As stated by Freund (2006) educated employees are more driven to enhance their performance. This study reveals that master's degree holders are more motivated than bachelor's degree holders in the Indonesian city of Surakarta (Triyanto, 2016). Moreover, the level taught of teachers also showed a non-significant assessment, which may be due to effective leadership and management established within the institutions.

It can also be observed in the subjects taught variable were considered no significance, this may be due to established curriculum and competent in teaching their subjects as they have the content knowledge, pedagogical capabilities and professionalism.

Lastly, there is no significant difference in the type of motivation at work based on the length of service. This runs counter to the results of numerous other research, particularly those that were conducted in the context of developed nations. According to Triyanto's (2016) study found a substantial difference between years of experience and motivation in the teaching profession. Because they are still eager to learn more than senior teachers, junior teachers are more driven than senior teachers. A study found that motivation varies greatly with the number of years of experience. Teachers with 4 to 9 years of experience have been found to be more motivated than other teachers (Mustafa et al., 2010)

Table 24
Relationship Between Transformational Leadership and Motivation at Work

Indicators	Intrinsic Motivation				Identified Regulation				Introjected Regulation				External Regulation				Amotivation			
	r	p	VI	D	r	p	VI	D	r	p	VI	D	r	p	VI	D	r	p	VI	D
Attributes	.459**	0	S	R	.546**	0	S	R	.314**	0	S	R	.194*	.025	S	R	-0.067	0.442	NS	FR
Behavior	.448**	0	S	R	.529**	0	S	R	.299**	0	S	R	.234**	.006	S	R	-0.145	0.095	NS	FR
Inspirational Motivation	.470**	0	S	R	.555**	0	S	R	.270**	.002	S	R	.184*	.034	S	R	-0.119	0.171	NS	FR
Intellectual Stimulation	.387**	0	S	R	.455**	0	S	R	.231**	.007	S	R	.227**	.008	S	R	-0.081	0.353	NS	FR
Individualized Consideration	.464**	0	S	R	.516**	0	S	R	.291**	.001	S	R	.244**	.005	S	R	-0.016	0.859	NS	FR

Legend: r- correlation coefficient; p- probability; VI – verbal interpretation; D- Decision
** Significant at .01 level; *Significant at .05 level; NS – Not significant; R- Reject Ho; FR- Failed to reject Ho

Table 24 shows that there is significant relationship between the assessment in Transformational Leadership in terms of Idealized Influence (Attributes), Idealized Influence (Behavior), Inspirational Motivation, Intellectual Stimulation and Individualized Consideration with assessment in Motivation at Work in terms of Intrinsic Motivation since the computed p values are less than 0.05 level of significance. Thus, the higher the assessment in Transformational Leadership in terms of Idealized Influence (Attributes), Idealized Influence (Behavior), Inspirational Motivation, Intellectual Stimulation and Individualized Consideration the

higher also the assessment in Motivation at Work in terms of Intrinsic Motivation.

There is also significant relationship between the assessment in Transformational Leadership in terms of Idealized Influence (Attributes), Idealized Influence (Behavior), Inspirational Motivation, Intellectual Stimulation and Individualized Consideration with assessment in Motivation at Work in terms of Identified Regulation since the computed p values are less than 0.05 level of significance. Thus, the higher the assessment in Transformational Leadership in terms of Idealized Influence (Attributes), Idealized Influence (Behavior), Inspirational Motivation, Intellectual Stimulation and Individualized Consideration the higher also the assessment in Motivation at Work in terms of Identified Regulation.

Moreover, the result also showed that there is also significant relationship between the assessment in Transformational Leadership in terms of Idealized Influence (Attributes), Idealized Influence (Behavior), Inspirational Motivation, Intellectual Stimulation and Individualized Consideration with assessment in Motivation at Work in terms of Introjected Regulation since the computed p values are less than 0.05 level of significance. Thus, the higher the assessment in Transformational Leadership in terms of Idealized Influence (Attributes), Idealized Influence (Behavior), Inspirational Motivation, Intellectual Stimulation and Individualized Consideration the higher also the assessment in Motivation at Work in terms of Introjected Regulation.

Furthermore, there is also significant relationship between the assessment in Transformational Leadership in terms of Idealized Influence (Attributes), Idealized Influence (Behavior), Inspirational Motivation, Intellectual Stimulation and Individualized Consideration with assessment in Motivation at Work in terms of External Regulation since the computed p values are less than 0.05 level of significance. Thus, the higher the assessment in Transformational Leadership in terms of Idealized Influence (Attributes), Idealized Influence (Behavior), Inspirational Motivation, Intellectual Stimulation and Individualized Consideration the higher also the assessment in Motivation at Work in terms of External Regulation.

Lastly, the result showed that there is no significant relationship between the assessment in Transformational Leadership in terms of Idealized Influence (Attributes), Idealized Influence (Behavior), Inspirational Motivation, Intellectual Stimulation and Individualized Consideration with assessment in Motivation at Work in terms of Amotivation since the computed p values are greater than 0.05 level of significance. Thus, the lower the assessment in Transformational Leadership in terms of Idealized Influence (Attributes), Idealized Influence (Behavior), Inspirational Motivation, Intellectual Stimulation and Individualized Consideration the lower also the assessment in Motivation at Work in terms of Amotivation.

Leadership is the capability of a person to influence followers positively by securing commitment and motivation toward attaining organizational goals.

Specifically, to Idealized Influence Attributes and Behavior, is created through the employees seeing the leader as a role model. The transformational leader models their behavior, ethic, and motivation for employees to observe and follow. A transformational leader also achieves this through demonstrating their core values, showing they are willing to take risks, and leading ethically. This process of creating idealized influence is also known as impression management. In this way, the transformational leader uses impression management by leading by example and demonstrating their willingness to put the employees and organization first. Transformational leaders do this to manage how they are perceived by employees. Confident and clear communication is key to achieving idealized influence. Leaders communicate their vision and values in a way employees understand and want to be a part of. Sharing the vision is a key part of transformational leadership as it helps employees understand expectations and the end of the organization. Idealized influence enables employees to not only identify with the leader, but also leads to the employees genuinely wanting to be like the leader. The end state of idealized influence leaders is respect, trust, and confidence maintaining within the organization. Transformational leaders achieve this by placing the needs of their employees versus their own.

The researcher observed that Inspirational Motivation has a direct influence on Motivation at Work. This may be due to the following characteristics of inspirational leaders. A leader must first exude confidence. Leaders contribute to their followers' career paths by inspiring and exhibiting conviction of their skills, often leaving an enduring mark. The second step is to keep a positive attitude. Positivity, like negative, is contagious. The importance of influence in a leadership position cannot be emphasized. Finally, exhibit real curiosity and gratitude. Consistently praising the efforts of followers with heartfelt praise is the most potent,

intangible motivator used by transformational leaders. Offering useless platitudes frequently has the opposite impact, as members can detect the difference. In the absence of a formal recognition and awards program, there are numerous ways to express gratitude. A stronger relationship, increased levels of trust, involvement, and commitment may all be achieved through personalized, real communication.

Specific to Intellectual Stimulation focuses on the leader discovering ways to inspire innovation in their subordinates and creating an environment keeping the work center interested and focused on a goal. It can also be observed that the leaders of the organization have shown value to their followers. The leaders has provided a well-defined vision for the institution that followers are well guided, inspired and influenced to make an effort for their work. Leaders encourage a similar thinking. The followers most likely experience that they are given value in the institution as they also been able to voice out their ideas, insights and concerns.

Specific to Individualized Consideration, it can be observed that it has a significant assessment towards Intrinsic Motivation and External regulation which means that leaders learned about their followers, what motivates them, what inspires them and utilizes this information to motivate and encourage them. The researcher observed that in order to achieved these, it can be through one on one meetings, observation, and most importantly maintaining open communication. This dimension ensures that all followers are in the change and conclusion process to leverage individual talents, skills, and knowledge to achieve the organizational vision and goal. It was stated by Raziq et al. (2015), a pleasant working atmosphere has proven an affirmative response on job satisfaction, hence, it is vital that institution recognize the significance of a pleasant working atmosphere.

Following the results and discussion on transformational leadership and motivation at work, the table below shows a list of suggested programs for improving the dimensions of transformational leadership which has a significant effect on the five dimensions of motivation at work.

Table 25
Proposed Action Plan to Enhance Transformational Leadership and Teacher's Work Motivation

KRA	Objectives	Strategy/ Activities	Success/ Performance Indicators	Persons Involved
Leadership	• To Lead! • To facilitate effective team leadership	• This program will train teachers to be future leaders of the institution as they are Involve in the planning strategies, delegate tasks to subordinates during meetings and gain personal growth through training	• Complete an Assessment/Report • Skill development though shadowing of skilled leaders	• Teachers • Middle and Top Management • Other Educational Personnel
Organizational design, Teamwork	• Team building • To utilize different transformational leadership strategy in practice	• This program involves indoor and outdoor activities that aims to build team rapport. Indoor activities like in the form of forum or meetings where all teachers learn the vision, mission and objectives of the institution with policies and procedures given.	• Formation of a strong team following the stages of team development	• Teachers • Middle and Top Management • Other Educational Personnel

		Outdoor activities to strengthen existing relationships outside the box. • Attend various organizational needs		
Teacher Motivation	• Employee of the week, month and year • To ensure effective teacher's motivation/ service in practice	• Recognition to be given for their outstanding work within a period of time • Leadership development program	• Delegation and role assignment (promotion)	•Teachers •Middle and Top Management •Other Educational Personnel

CONCLUSIONS

Based on the findings, the following conclusions are formulated.

1. Majority of the respondents in the private educational institutions were Female teachers which are composed of 73.9% of the population which shows a significant difference in transformational leadership and motivation at work.
2. There is a significant difference between the dimensions of transformational leadership in terms of age.
3. There is a significant difference between the dimensions of Idealized Influenced Attributes and Individualized Consideration in terms of Educational Attainment.
4. There is a significant difference between the dimension of inspirational motivation in terms of level taught.
5. There is a significant difference between the dimensions of intrinsic motivation and identified regulation in terms of civil status and age.
6. There is no significant difference between transformational leadership in terms of civil status, subjects taught and length of service.
7. The dimensions of transformational leadership show a significant relationship with motivation at work in terms of intrinsic motivation, identified regulation, introjected regulation and external regulation.

RECOMMENDATIONS

With the foregoing conclusions, it is recommended that

1. In order to function the most effective way, it is recommended that transformational leaders are to display good interpersonal relations which in turn influence the work motivation of teachers through leadership training and development programs. Such programs have been proven to increase achievement, motivation and enhance the personal competencies vital to effective leadership and serve as a reference point on educational policy decisions.
2. Research has shown that transformational leadership approaches have a positive effect on teacher work motivation, thus through this study, other Private Educational Institutions must adopt Transformational Leadership to enhance the organization commitment of their followers.
3. Graduate school programs leading to master's and doctoral degrees, as well as professional development training, be encouraged for teachers. These would not only foster greater knowledge in instructional planning, the teaching-learning process, and classroom management, but also higher positions in the teaching profession, which also translate to higher incentives.

4. A positive working commitment should be continuously exhibited in order for teachers to perform and go toward the realization of level of outstanding performance, exhibiting organizational efficiency and effectiveness. The supervisory visits to teachers should be conducted with increased monitoring and evaluation to create a supportive workplace environment to help teachers perform better in their respective work engagements

5. The researcher recommends more indoor and outdoor teambuilding from the management of the institutions to establish a good working relationship with the new and tenured employees.

6. Other studies of a similar topic may be conducted to validate the findings of the study.

7. The researcher recommends to the future researchers to do more extensive research not just to limit the listed private educational institutions under study to produce a more insightful and broader research study about transformational leadership and teacher work motivation.

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