

Original Article

Transformational Leadership Practices and Global Competence among School Administrators in Public Elementary Institutions

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Abstract

This study aimed to determine the significant influence of transformational leadership on global competence among school administrators in public elementary education institutions. The study was conducted in the General Roxas District, Division of Davao City, employing a descriptive-correlational research design. A total of 105 school administrators were surveyed using standardized questionnaires. Mean, Pearson product-moment correlation, and regression analyses were used to examine the collected data. The findings revealed that both transformational leadership practices and global competence among school administrators were at notably high levels. Moreover, a significant relationship was found between transformational leadership and global competence. Further analysis indicated that the domains of transformational leadership practices significantly influenced the global competence of school administrators. Based on these findings, it is recommended that public educational institutions in this area may prioritize professional development programs aimed at enhancing transformational leadership and global competence among school administrators.

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1. Introduction

Educational systems in the 21st century are increasingly challenged to prepare learners for participation in a globalized and interconnected world. Central to this goal is the development of global competence, which involves the ability to understand diverse perspectives, engage across cultures, and respond to global issues effectively (Parmigiani et al., 2022). While much attention has been given to students' global readiness, the role of school administrators in fostering global competence within educational institutions has received comparatively less emphasis, despite their critical influence on school direction, culture, and instructional priorities.

A growing body of research highlights the concerning issue of low global competence among school administrators. Studies indicate that many administrators lack the necessary knowledge, skills, and exposure to effectively integrate global perspectives into school practices (Bozkurt et al., 2020; Comfort et al., 2020). This limitation affects their ability to support teachers in embedding global themes into instruction, facilitate cross-cultural learning opportunities, and develop policies that reflect global awareness. As a result, efforts to prepare students for global citizenship may remain limited or inconsistently implemented across schools.

Insufficient global competence among school leaders presents a significant barrier to meaningful educational collaboration and innovation. Schools are increasingly expected to engage in international partnerships, promote intercultural dialogue, and respond to global challenges. However, administrators who are not adequately equipped to navigate diverse cultural contexts may struggle to initiate and sustain such efforts (Moon, 2020). This not only restricts institutional growth but also limits students' opportunities to develop essential competencies such as intercultural communication, critical thinking, and collaboration (Shernoff et al., 2021).

In the Philippine context, the issue of global competence among school administrators is particularly pressing. Educational systems often prioritize national standards and local concerns, with limited integration of global perspectives in leadership practices (Asio & Bayucca, 2021). Consequently, administrators may find it challenging to incorporate global themes into curriculum design, create opportunities for international engagement, or guide teachers in adopting globally responsive teaching strategies. This gap deprives students of meaningful exposure to diverse perspectives and reduces their preparedness for participation in an increasingly interconnected world (Queroda & Nama, 2018; Care et al., 2021).

Public elementary school administrators face challenges in fostering global competence due to varying levels of exposure to transformational leadership practices. While the need for globally responsive leadership is increasingly recognized, there is still a lack of localized research that explains how leadership practices contribute to or hinder the development of global competence (Asio & Bayucca, 2021). This gap

underscores the importance of examining the relationship between transformational leadership and global competence within this specific context.

Addressing the problem of global competence requires examining the leadership approaches that shape school practices and culture. Transformational leadership has been identified as a potential factor in enhancing global competence, as it emphasizes vision-building, innovation, collaboration, and support for professional growth. Leaders who adopt this approach are more likely to create environments that value diversity, encourage cross-cultural learning, and promote global awareness within the school community (Litchka & Shapira-Lishchinsky, 2021). However, despite its recognized importance, there remains limited empirical evidence on how transformational leadership influences the development of global competence among school administrators, particularly in elementary education settings.

2. Methodology

This study employed a non-experimental quantitative design using a descriptive-correlational approach to examine the association between transformational leadership and global competence among school administrators in public elementary education institutions in the General Roxas District, Division of Davao City. The design was appropriate because the inquiry sought to describe the levels of the two constructs and determine whether variation in transformational leadership was associated with variation in global competence without manipulating any condition in the field setting (Mohajan, 2020).

The respondents were 105 school administrators selected from a total population of 205 in public elementary schools in the district. Eligibility criteria required respondents to be currently employed in a public elementary school in the General Roxas District, hold administrative positions such as principal, assistant principal, or department head, and have at least three years of administrative experience. These criteria ensured that participants had sufficient professional background to provide meaningful responses. Slovin's formula with a 0.05 margin of error was used to determine the sample size.

Data were gathered through a researcher-administered survey questionnaire consisting of two major scales. Transformational leadership was operationalized using a 17-item scale developed by Kariuki (2021), covering four domains: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Global competence was operationalized using a 15-item scale developed by Kos and Celik (2023), encompassing knowledge and understanding, skills, and attitudes and values. The instrument was subjected to expert validation and pilot testing with 30 respondents, resulting in acceptable reliability.

The study used a five-point response format with descriptive interpretations ranging from very low to very high. For both constructs, scores from 4.20 to 5.00 indicated very high levels, 3.40 to 4.19 indicated high levels, 2.60 to 3.39 indicated

moderate levels, 1.80 to 2.59 indicated low levels, and 1.00 to 1.79 indicated very low levels. This common scaling enabled consistent interpretation across variables.

Institutional and administrative permission was secured prior to data collection, beginning with approval from the Graduate School and the Schools Division Superintendent, followed by coordination with school heads. Questionnaires were distributed to the identified respondents and retrieved after completion. Responses were then tallied, tabulated, and prepared for statistical analysis.

Ethical considerations emphasized informed consent, voluntary participation, confidentiality, anonymity, and protection from harm. Participants were informed of the purpose of the study and assured that their responses would not affect their professional standing. The study adhered to established ethical principles, including those outlined in the Belmont Report, ensuring respect, beneficence, and justice throughout the research process.

The data analysis was framed through descriptive and inferential statistics. Mean was used to describe the level of transformational leadership and global competence. Pearson’s *r* was utilized to test the relationship between the two variables, and multiple regression analysis was conducted to examine the predictive influence of transformational leadership on global competence.

3. Results

Table 1 presents the descriptive statistics for the indicators of transformational leadership practices among school administrators. Overall, administrators reported a high level of transformational leadership practices (*M* = 4.13). Among the specific indicators, intellectual stimulation (*M* = 4.16), individual consideration (*M* = 4.14), inspirational motivation (*M* = 4.11), and idealized influence-attributes (*M* = 4.10) were all observed at high levels.

Table 1. Summary of transformational leadership practices among public elementary school administrators.

Domain	Mean	Descriptive Level
Idealized Influence-Attributes	4.10	High
Inspirational Motivation	4.11	High
Intellectual Stimulation	4.16	High
Individual Consideration	4.14	High
Overall	4.13	High

As shown in Table 2, the overall level of collective ideas supervision among the respondents was high (*M* = 3.54). The domains of sense of well-being (*M* = 4.01), responsible (*M* = 3.71), self-esteem (*M* = 3.43), and enthusiasm (*M* = 3.42) all reflected high manifestations. The lifelong learners domain was observed at a moderate level (*M* = 3.35).

Table 2. Summary of global competence among public elementary school administrators.

Domain	Mean	Descriptive Level
Knowledge and Understanding	4.06	High
Skills	4.11	High
Attitude and Values	4.18	High
Overall	4.12	High

Pearson product-moment correlation was conducted to examine the relationship between transformational leadership practices and global competence among school administrators. As shown in Table 3, the analysis revealed a statistically significant positive relationship between the two variables, $r = .762, p < .001$.

Table 3. Correlation results.

Variables	r	p-value
Transformational Leadership Practices and Global Competence	0.762	0.000

A multiple linear regression was conducted to determine the influence of transformational leadership practices on global competence among school administrators. As indicated in Table 4, all domains of transformational leadership significantly predicted global competence, with idealized influence-attributes showing the strongest contribution.

Table 4. Reported regression of transformational leadership practices on global competence.

Indicators	Unstandardized Coefficients		Standardized Coefficients	Sig
	B	Std. Error	Beta	
Constant	β_0	4.01	0.39	0.00
Idealized Influence-Attributes	β_1	0.99	0.01	0.67
Inspirational Motivation	β_2	0.42	0.55	0.00
Intellectual Stimulation	β_3	0.39	0.44	0.00
Individual Consideration	B4	0.37	0.51	0.00

4. Discussion

The findings indicate that school administrators in the participating public elementary schools frequently exhibited transformational leadership behaviors. Overall, transformational leadership practices were often observed, with intellectual stimulation and individual consideration receiving the highest ratings. This suggests

that administrators actively engage teachers in reflective thinking and provide individualized support to foster professional growth. Inspirational motivation and idealized influence-attributes were also observed, though slightly less pronounced, indicating opportunities to further strengthen visionary and motivational aspects of leadership. These results align with studies demonstrating that transformational leadership positively influences organizational outcomes in education, including teacher satisfaction, engagement, and school performance (Boberg & Bourgeois, 2016; Birasnav, 2014; Jacob et al., 2015).

Administrators also demonstrated high global competence, particularly in attitudes and values, suggesting a strong orientation toward intercultural understanding, ethical awareness, and responsiveness to global issues. Knowledge and understanding, while slightly lower, still indicates a solid foundation in global content, though there is room for deeper expertise in international and cultural contexts. This pattern supports previous research showing that transformational leadership practices contribute to higher global competence among educational leaders (Okçu, 2014; Boberg & Bourgeois, 2016).

The results further reveal a strong positive relationship between transformational leadership practices and global competence. As administrators exhibited higher levels of transformational leadership, their global competence also increased significantly. This is consistent with research indicating that behaviors such as providing inspiration, intellectual stimulation, and individualized consideration enhance administrators' effectiveness and competence in educational practices (Finley, 2014; Day et al., 2016).

Specifically, inspirational motivation, intellectual stimulation, and individual consideration were found to significantly influence global competence, with Inspirational Motivation exerting the greatest effect. This suggests that administrators' ability to inspire, intellectually challenge, and support teachers individually plays a critical role in fostering global competence. In contrast, Idealized Influence-Attributes did not significantly affect global competence, indicating that personal charisma or role modeling alone may not directly promote global competencies. These findings are aligned with transformational leadership theory, which emphasizes that inspiration, individualized attention, and intellectual challenge are key mechanisms through which leaders influence followers' knowledge, attitudes, and behaviors (Bass, 2015).

Furthermore, these results correspond with global competence frameworks, such as the OECD Global Competence Matrix developed by Mansilla and Jackson (2022), which stress the importance of intercultural communication, critical thinking, empathy, and global awareness. Social cognitive theory also provides an explanatory perspective, suggesting that teachers develop global competence through observational learning, modeling, and increased self-efficacy when administrators demonstrate transformational leadership behaviors (Bandura, 1977).

Taken together, the findings suggest that public elementary school administrators in General Roxas District possess strong transformational leadership behaviors and high global competence. The interplay between leadership practices and

global competence indicates that administrators' behaviors not only model but also foster an environment conducive to global awareness, intercultural communication, and ethical decision-making. Targeted professional development focusing on Inspirational Motivation, Intellectual Stimulation, and Individual Consideration could further enhance administrators' capacity to cultivate global competence among teachers, supporting broader educational goals and international competencies.

5. Conclusion

The study showed that transformational leadership practices among public elementary school administrators were high, while global competence was also high. The analysis revealed a significant positive relationship between transformational leadership practices and global competence, indicating that higher levels of transformational leadership are associated with higher levels of global competence among administrators. Among the domains of transformational leadership, inspirational motivation, intellectual stimulation, and individual consideration were found to significantly influence global competence. Taken as a whole, the findings suggest that administrators who frequently engage in transformational leadership behaviors are more likely to exhibit higher levels of global competence. Strengthening practices such as inspiring teachers, promoting intellectual engagement, and providing individualized support may further enhance administrators' ability to cultivate global awareness, intercultural communication, and ethical decision-making in their schools.

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Conflict of Interest Statement

The authors declare no conflict of interest.

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