



# TRANSCENDENTAL LEADERSHIP, SERVANT LEADERSHIP AND ORGANIZATIONAL CITIZENSHIP BEHAVIORS: A PATH MODEL ON SCHOOL EFFECTIVENESS IN PUBLIC SCHOOLS

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**Abstract :** This study was done to establish the best-fit path model for school effectiveness in public schools as estimated by transcendental leadership of school heads, servant leadership of school heads and organizational citizenship behaviors of educators among public schools within Region XI of the Philippines. The study took place in 2022 between August and December. Path analysis was employed in a quantitative, non-experimental correlational research investigation. Stratified sampling was used to identify the 400 teachers in public schools. The statistical tools that were employed were mean, Pearson r, and path analysis. In addition, customized survey instruments were employed to provide context to the local environment. The result showed that the level of transcendental leadership of school heads, servant leadership of school heads and organizational citizenship behaviors of teachers and school effectiveness were very high. Furthermore, all exogeneous variables revealed significant relationships with school effectiveness. The best-fit path model that emerged was Model 3 that predicted the school effectiveness in public schools. The model displayed that the transcendental leadership, and organizational citizenship behaviors have direct significant effects on school effectiveness; however, transcendental leadership and organizational citizenship behaviors significantly predicted servant leadership. Further, transcendental leadership and organizational citizenship behaviors revealed a significant correlation with each other. This implies that schools may enhance both leadership skills of school heads and teachers' behaviors through leadership and behavioral enhancement activities.

**Keywords:** *educational management, transcendental leadership, servant leadership, organizational citizenship behaviors, school effectiveness, path analysis, teachers, Region XI, Philippines*

## I. INTRODUCTION

Schools are expected to deliver quality education to learners. Nonetheless, poor school effectiveness has been one of the major concerns in the educational arena across countries. Schools failed to effectively deliver quality education. Even though the majority of teachers and administrators do the best they can, still some limiting factors hinders the school's overall performance. Educators have seen the quality education among schools has been described as poor by the weak performance of students. There are existing limits on school effectiveness which prevent underperforming schools from delivering positive gains. Moreover, the declining level of school effectiveness affects performance of teachers in the classroom instruction and decrease the ability of learners to attain satisfactory learning outcomes, thus lessening their capability to provide quality education. In fact, most researchers recommended to come up with improvement practices (Bellei, Morawietz, Valenzuela & Vanni, 2020; Cheng, 2022; Creemers, Peters & Reynolds, 2022; Umar, Kenayathulla & Hoque, 2021).

Related to this, having effective schools is of significance. School effectiveness ensures excellent curricular coverage that provides abundant learning opportunities for kids. Effective schools focus on mastering important learning skills and literacy and engage parents in activities with the greatest influence on student progress. Also, the availability of excellent on-site teacher development programs is connected with school success. Millado, Guhao Jr., and Rodriguez (2021) contend that schools must enhance both internal and external operations to effectively attain their students' educational outcomes. They highlight that organizational effectiveness, as identified by teachers in some schools, correlates with weak student performance. Current barriers hinder poorly performing schools from delivering meaningful outcomes, emphasizing the urgent need for improvement in both internal and

external activities to achieve desired educational results. In the period of reform, effective schools are a long-term strategy for locating, educating, and testing every student. As a result, successful schools will transform the students who have the ability and motivation to engage in class and have also demonstrated their knowledge, aptitude, and skills essential for success (Maharani, 2023; Edmonds, 2020; Umar, et al., 2021).

Relative to this, there are various factors which affect school effectiveness such as transcendental leadership, servant leadership, and organizational citizenship behaviors. It was revealed that transcendental leadership has effect on organizational effectiveness such as of schools. To improve organization, leadership traits like problem-solving and giving employees pertinent information about choices, plans, and activities are especially crucial. (Manzoor, Wei, Nurunnabi, Subhan, Shah, & Fallatah, 2019; Moore & Hanson, 2022; Rahmawaty, Rokhman, Bawono & Irkhani, 2021). In addition, servant leadership also influences effectiveness of the organization. The organizational performance in particular was statistically reliant on a servant leadership approach and offers significant understanding of variables related to the efficiency of organizations (Manzoor, et al 2019; Nordbye & Irving, 2017). Furthermore, the organizational citizenship behaviors are also associated with the effectiveness of the organization. In the study of organizational behavior, one of the trickiest and least explored concepts is organizational effectiveness. It is critical for an organization to recognize the requirement of employees' discretionary efforts at work in order to attain and maintain organizational effectiveness. (Andrews, 2022; Sharafzad, Redmond, & Morris, 2020).

On the other hand, the basis for this research is the Path – Goal Concept of Leadership of House & Mitchell (1975) and Kumar & Bhatti, (2020). According to the path goal theory of leadership, a leader's characteristics (transcendental leadership, servant leadership) and behaviors (like organizational citizenship behaviors) have a direct impact on the outcome of people in the organization and thus affects organizational effectiveness like in schools. Similarly, this research is being underpinned by the Resource-Based Concept of School Effectiveness as articulated by Stoll and Fink (1994) and Javed, Nawaz, Javed and Javed (2019). The Resource-Based Theory of School Effectiveness posits that the overall effectiveness of a school can be understood through the lens of five interrelated resource dimensions: Human Resources, Social Resources, Organizational Resources, Physical Resources and External Resources (Javed et al, 2019).

Moreover, this research is supporting theory of the Transformational Leadership Conceptualization, as originally conceptualized by Yammarino & Dubinskym (1994) and Kwan (2020). Transformational Leadership Theory posits that effective leadership extends beyond transactional exchanges to inspire followers towards higher-order values and collective goals (Abubakar & Ahmed, 2021). Transformational leaders engage their followers by articulating a compelling vision, instilling a sense of purpose, and fostering intellectual stimulation (AL-Nawafah, Al-Amaera & Alkhwaldah, 2022). Idealized influence involves leaders acting as role models and building trust through exemplary behavior. Inspirational motivation entails the communication of a compelling vision that motivates and energizes followers. Individualized consideration focuses on personalized attention to followers' needs and development (Lakhera & Kumar, 2020). The theory emphasizes the transformational impact leaders can have on followers, influencing their motivation, moral development, and commitment to organizational goals (Reza, 2019). The Transformational Leadership Theory provides a framework for understanding leadership as a dynamic and inspirational process that elevates individuals and organizations to reach their highest potential (Mbindyo, O'Connor & Nandedkar, 2021).

In the same manner, the Servant Leadership Theory by Greenleaf (1979) and Pawar, Sudan, Satini, & Sunarsi, (2020) implies that serving others comes first in a leader's motivation and responsibilities. The main goal and incentive of a servant leader is to inspire excellence in others; organizational success is a secondary effect of this approach. It forces organizations to reconsider the connections that exist among individuals, groups, and the community at large. The theory advances the idea that people ought to be supported in being themselves in both their personal and professional life. According to the thesis, only individual servant-leaders' activities can foster a sense of community. An organization cannot achieve its goals unless its followers develop this sense of community. A servant-leader develops an environment that is participatory, empowering, and supports followers' abilities in order to increase worker effectiveness and motivation, which in turn leads to greater organizational success.

Likewise, the study supports the Organizational Support Theory of Eisenberger, Huntington, Hutchison & Sowa (1986) and Huning, Hurt, & Frieder, (2020, May). Organizational Support Theory posits that employees' perceptions of organizational support significantly impact their attitudes, behaviors and overall well-being within the workplace (Stinglhamber & Caesens, 2020). This theory suggests that when employees believe that when their organization respects their efforts and is concerned for their welfare, they are more likely to reciprocate with positive behaviors (Rockstuhl, Eisenberger, Shore, Kurtessis, Ford, Buffardi & Mesdaghinia, 2020). Organizational support may manifest in various forms, including tangible support such as rewards, recognition and career development opportunities, as well as intangible support through interpersonal relationships, fairness, and a supportive organizational culture (Imran, Elahi, Abid, Ashfaq & Ilyas, 2020). According to this theory, the perceived level of organizational support influences employee outcomes such as job satisfaction, commitment and performance (Hoa, Ngan, Quang, Thanh & Quyen, 2020). The theory provides a framework for understanding the social exchange dynamics in the workplace, emphasizing the mutual respect and cooperation between the company and its workers, where perceived assistance contributes to a positive work environment and, in turn, fosters increased employee engagement and organizational effectiveness (Karaalioglu & Karabulut, 2019). Considering how crucial school efficacy is, the researcher analyzed several studies suggest that the factors affecting the endogenous variable organizational effectiveness which can be applied in the context of education settings. These factors include the exogenous variables such as transcendental leadership, servant leadership, and organizational citizenship behaviors.

It was revealed that the exogenous variable transcendental leadership can be described as the topic to be researched in the larger content of the spirit in the work environment, and leadership itself can be characterized as a type of spiritually relational procedure in the spiritually postmodern work environment. Transcendental leadership creates internal drive-in staff members through values, attitudes, and behaviors (such as charity, hope/faith, and vision). Consequently, there is an increase in the staff members' sense of their spiritual lives as compliance (providing life purpose and distinction) and membership (mutual connection, understanding, and

being respected) as well as in attaining beneficial organizational outcomes (Samul, 2019; Sayadi, Habibi & Savabeih, 2016; Khaddam, Alzghoul, Khawaldeh, & Alnajdawi, 2023).

Also, transcendental leadership consists of principles, traits, and required actions that align with each person's inner drive and the internal drive of others to create a sense of spiritual life in them by attracting their attention and becoming a member. Transcendental leadership addresses the motivations behind the leaders' actions and addresses the exchange/developmental leadership's weakness without harboring any malice toward others. These include altruism, the sense of wholeness (being a part of the whole), harmony and welfare through showing concern, paying attention to and appreciating oneself and others, shunning self-praise, boosting the confidence of others, and assisting followers in developing a sense of strength and capability in making decisions, delegating tasks, and exercising self-direction (Samul, 2019; Sayadi et al., 2016; Harris, 2020).

The indicators of transcendental leadership are *vision, hope and faith, dedication and follow-leader constant spiritual development*. These denote how leaders comprehend the organization's vision and that they are and they're determined to do that. They also have faith in organization and are ready to take any action to ensure the company achieves its objectives. Because of leaders' trust in the company and its goals for success, they contemplate a few ambitious goals for their work. In this domain also, the group work team's vision has the best outcome in mind for them. They strive to perform their best because they believe in the organization and its leaders, and they have faith in the organization's goal for the workforce (Niemi-Kaija & Pattinson, 2023; Sayadi et al., 2016).

Moreover, the *dedication* as one of the indicators of transcendental leadership is described that the organization supports its members in the real sense and that the organization is committed to its staff and has faith in them. In line with the *dedication*, it demonstrates by school leaders highlight their support, trust, righteousness, empathy, and a focus on constructive solutions, in line with the importance of dedication emphasized by Vassallo (2022) and Walker (2020).

Further, the organization's leaders are honest and trustworthy who follow through on their promises. The *firm* treats its employees with kindness and makes an effort to assist those who are suffering within instead of punishing unintentional mistakes to others (Sayadi et al., 2016; Walker, 2020). Similarly, the *follower-leader constant spiritual development* as one of the other indicators of transcendental leadership exhibits that the organization's leader pays close attention to their spiritual lives and makes an effort to advance their own spiritual lives. The constant spiritual development dimension affirms that school leaders prioritize their spiritual well-being, extend this care to teachers and staff, and commit themselves to greater educational goals, reflecting the significance of spirituality in educational leadership, as noted in studies by Niemi-Kaija & Pattinson (2023) and Ugwejeh (2022). Further, the organization's leader gives special consideration to the spiritual well-being of the employees, motivating them to act in the interests of others rather than just themselves. Likewise, the organization's leaders dedicate themselves to achieving greater goals (Pio & Lengkong, 2020; Sayadi et al., 2016).

Regarding the exogenous variable servant leadership, it is presented that Robert K. Greenleaf (1979) and Pawar et al (2020) was first invented the term Servant leadership. He thought that before one can be considered a leader, they must first serve society. It was stated that servant leadership prioritizes greater service to others, a wholistic approach to work, encouraging a sense of belonging, and distributing authority when making decisions. Research revealed two noteworthy ramifications for Greenleaf's idea of servant leadership. First and foremost, servant leaders are compassionate, selfless, and community-focused. As one of the primary prerequisites for leaders to encourage others to serve, leadership also entails teaching and mentoring (Eva, Robin, Sendjaya, Van Dierendonck & Liden, 2019; McDowell, 2020; Liebowitz & Porter, 2019).

Further, in terms of leadership competencies, researches found nine functional qualities of servant leaders, including operative traits that are evident in the activities of leaders in the workplace. Vision, honesty, integrity, trust, service, leadership, pioneering, respect for others, and empowerment are some examples of these qualities. Also, it was stated that moral and compassionate behavior is the foundation of servant leadership (Davis, 2020; Dehghani-Tafti, Barkhordari-Sharifabad, Nasiriani, & Fallahzadeh, 2022; Canavesi & Minelli, 2022).

Similarly, *empowerment* as one of the indicators of servant leadership is a notion for motivation that focuses on empowering others and promoting personal growth. *Empowerment* seeks to instill in followers a sense of personal authority and a proactive, self-assured attitude. Information sharing, mentoring for creative performance, and supporting self-directed decision making are some of the elements that empower leadership behavior. The fundamental component of empowerment is the servant leader's conviction in the inherent worth of every person; this is about appreciating and realizing each person's potential (Al-Asadi, Muhammed, Abidi & Dzenopoljac, 2019; Cheong, Yammarino, Dionne, Spain & Tsai, 2019; Kobayashi, Watanabe, Otsuka, Eguchi, Kawakami, Imamura & van Dierendonck, 2020).

In like manner, servant leadership is about *forgiveness* which posits to how leaders avoid berating someone for the errors they have committed in their work. Leaders maintain a positive attitude toward those who have wronged them at work, and they have little trouble forgetting previous mistakes (Kobayashi, Watanabe, Otsuka, Eguchi, Kawakami, Imamura & van Dierendonck, 2020; Radulovic, Thomas, Epitropaki, & Legood, 2019). Also, *stewardship* in servant leadership implies that there is readiness to put the greater institution's needs ahead of control and self-interest and to accept responsibility for it. In addition to being caregivers, leaders ought also set an example for others. Leaders have the ability to inspire people to behave in the collective interest by modeling appropriate behavior. Teamwork, loyalty, and social duty are all strongly tied to stewardship. All of these concepts stand for a sense of identification with and duty to advance a common good that extends beyond personal gain and incorporates the self (Nijhof, Schaveling & Zalesky, 2019; García-Sánchez, Osborne, Willis & Rodríguez-Bailón, 2020; Tran & Truong, 2021).

In the context of the exogenous variable organizational citizenship behaviors, it is presented that teachers' organizational citizenship behaviors are effective in improving school organizational influence and effectiveness. Organizational citizenship behavior of teachers could help the school organization's success through increasing the productivity of teachers and management as well as empowering the school to adapt changes of the educational environment more effectively (Alothiri, 2019; Emami Meibodi, & Ashtari, 2019; Ashmel, 2021; Revina, Aksu & Meister, 2021).

Furthermore, it displays *conscientiousness*. It consists of behaviors that go above and beyond the organization's minimum role criteria. These actions suggest that employees accept and follow the organization's rules, regulations and procedures (Aderibigbe, Nwokolo, & Oluwole, 2019; Podsakoff & Podsakoff, 2019; Somech & Ron, 2007). Also, conscientiousness is the personality trait of being careful or diligent. *Conscientiousness* requires possessing the drive to succeed and to treat one's obligations to others with respect. Conscientious persons are productive and well-organized as opposed to carefree and chaotic. They are self-disciplined, act responsibly, and strive for success; their behavior is planned rather than impulsive; and they are generally dependable. They have traits like neatness and organization, as well as elements like carefulness, thoroughness, and thoughtfulness which is the tendency to think things through before acting (Coleman, Furnham & Treglown, 2023; Costa, McCrae & Löckenhoff, 2019; Sokal, Trudel, & Babb, 2020).

On the other hand, *sportsmanship* is essential in organizational citizenship behaviors. Employees' capacity to "roll with the punches" even if they don't like or agree with organizational changes is referred to as sportsmanship. Sportsmanship saves time and resources by minimizing the number of employee complaints that administrators must deal with (Grigoriou, & Georganta, 2021; Gupta, 2019; Somech & Ron, 2007; Vacchani, 2019).

Significantly, good sportsmanship begins with a realization that physical education, sports, and athletics are vital parts of education and offer numerous chances to develop skills that last a lifetime. Characteristics such as humility and joy, resiliency and endurance, teamwork, honor and fair play, excellence and hard work, discipline, overcoming hardship and failure, maturity, unselfishness, responsibility, goal-setting, planning, citizenship, and the necessity to develop a competitive attitude (Qiu, Alizadeh, Dooley & Zhang, 2019; Somech & Ron, 2007; Vacchani, 2019).

Furthermore, *civic virtue* is defined by activities that reveal the employee's deep concerns and active involvement in the organization's operations. This dimension also includes active participation in the organization's concerns (Costa, 2023; Maffly-Kipp, Holte, Stichter, Hicks, Schlegel & Vess, 2023; Qiu, Alizadeh, Dooley & Zhang, 2019 Somech & Ron, 2007).

Moreover, *civic virtue* is defined as behavior that demonstrates how well a person represents an organization with which they are affiliated, as well as how well that person supports that organization outside of an official role. A person's civic virtue can be measured by how well they represent their organization and how they support that organization. Within a commercial setting, civic virtue fosters a sense of community, which has been connected to employee job performance and satisfaction. When compared to individuals who do not share a feeling of unity, employees who have a greater tie to the place of employment are more probably be successful and effective employees (Carroll, 2019).

Lastly, in terms of the endogenous variable school effectiveness, it is presented that in the past, the field of school effectiveness has been investigated from a variety of research patterns using both quantitative and qualitative approaches. However, at the goal of explaining how school inputs, the educational viewpoint, and school processes affect school outputs is at the center of all study on school effectiveness (Cheng, 2022; Leithwood, Harris & Hopkins, 2020; Day, Sammons & Gorgen, 2020; Teodoro).

Furthermore, according to one definition, an effective school is one where pupils advance more than would be predicted given its enrollment. Thus, as compared to other schools serving similar intakes, an effective school offers additional value to the results of its students. In light of this, there is an argument that school is considered effective if its procedures regularly produce observable good results in its students over time. This suggests that a school's effectiveness is determined more by its procedures and measured by its outputs than by its enrollment (Cheng, 2022; Pascual, 2023; Gülbahar, 2020; Reynolds & Neeleman, 2021).

In addition, one of the desired results of an effective school is the students' success; thus, *ensuring desired result*. In an excellent school, there is a culture of high expectations, where teachers both believe and show that every student can learn the core curriculum. They also think that as educators, they can assist every student in achieving that mastery. Further, in order for schools to become environments where every educator is acknowledged as a valued contributor with distinct talents and amazing potential to learn, grow, and improve, the effective school movement places a strong emphasis on teacher excellence, cooperation, and mentoring. The same methodology applies to students. In highly effective institution, learners receive stimulating courses and arduous tasks, and it is anticipated that they will do well. Highly effective schools view each student as a valuable asset. Furthermore, every student is believed to have an exceptional present to give to the community in general (Albrecht, 2023; Muiruri, 2019; Kriener-Althen, Newton, Draney & Mangione, 2020; Edmonds, 2020).

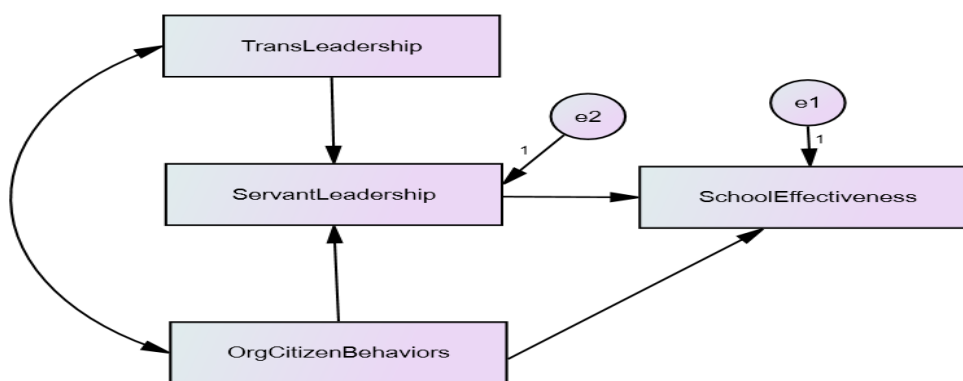
In the same manner, in *improving the teaching and learning*, teacher effectiveness is important. To improve instruction and learning, teachers must also have improved lesson plans. Planning objectives and activities on an hourly, daily, and weekly basis is a difficult assignment in teaching. Furthermore, long-term planning ensures that the curriculum is covered during the semester, year, and grading period. Furthermore, successful instructors choose tactics that improve their students' learning. Operational organization for instruction includes not just arranging and preparing materials, but also building an intentional alignment with teaching and learning as the major goals of classroom activities. Students in the classroom must be constantly informed about teaching and learning as a whole (Grant & VanSledright, 2020; Sawarkar, Sawarkar & Kuchewar, 2020; Lai & Peng, 2019).

Moreover, the school improvement is of significance. But *fostering school improvement* requires effective system and processes also. According to a review of improving schools, these schools prioritize improving teaching and learning, increasing leadership capacity, creating an information-rich environment, fostering a positive school culture, establishing a learning community, promoting continuous professional development, involving parents, and enlisting external support (Armstrong, Brown & Chapman 2021; Pascual, 2023; Yancovic, Torres, Figueroa & Chapman, 2019).

On the other hand, this study will use Path Analysis, which offers a helpful framework for outlining and evaluating potential causal relationships between groups of measured variables (Hancock & Schoonen, 2015; Hwang, Um, Hwang & Schlüter, 2020; Mitchell, 2020). Stage, Carter, and Nora (2004) and Mitchell (2020) assessed the application of path analysis in teaching researches and determined the goal of path analysis to give an estimation of the extent and relevance of putative causal links between sets of variables are illustrated using path diagrams.

The endogenous variable in this study is school effectiveness with the following indicators, namely; *ensuring desired results*, *improving teaching and learning*, and *fostering a culture of improvement* (Cheng, 2022; Ghavifekr & Ramzy, 2020). The first indicator is *ensuring desired results* which refers to the aspect that school effectiveness is measured by whether a school successfully achieves its educational goals and outcomes, such as student achievement. The second indicator is *improving teaching and learning* which relates to the fact that effective schools prioritize continuous improvement in teaching methods, curriculum, and educator professional development to enhance student learning. Lastly, *fostering a culture of improvement* which refers to the aspect that school effectiveness is enhanced when there is a pervasive culture of growth, collaboration and ongoing self-assessment among teachers and students.

Illustrated in Figure 1 is Hypothesized Model 1 which shows how the three latent exogenous variables are correlated and how they affect the latent endogenous.



**Figure 1.** Conceptual Framework of the Study

Transcendental leadership, servant leadership, and organizational citizenship behaviors (OCBs) represent crucial aspects of organizational dynamics, particularly within educational contexts. Despite individual investigations into each construct, a research gap persists in understanding their collective influence on school effectiveness. Leadership styles significantly shape organizational climates, yet limited empirical evidence exists on how transcendental and servant leadership specifically impact OCBs within educational settings Mbandi (2020) and Salim (2021). Bridging this gap is essential for educational practitioners and policymakers seeking to cultivate positive organizational cultures and enhance school performance.

Previous studies have often examined transcendental and servant leadership in isolation, overlooking potential synergies and the intricate pathways through which they influence employee behaviors and organizational outcomes. Additionally, while OCBs have received considerable attention in organizational research, their manifestations and implications within educational settings remain underexplored. Investigating these relationships through a path model analysis can offer insights into effective leadership practices in schools and contribute to evidence-based strategies for improving educational outcomes and fostering supportive working environments for educators and staff Billingsley, Bettini, Mathews & McLeskey (2020) and Slavin (2020).

On the foregoing assumptions, the researcher is not aware of any studies that have looked at the impact of a path model on academic achievement in the community. In this specific case, the researcher wants to discover whether the factors such as transcendental leadership, servant leadership and organizational citizenship behavior significantly influence school effectiveness at Region XI public schools in the Philippines, as this may cause the study's intended beneficiaries to become concerned and maybe create action plans to augment the transcendental leadership, servant leadership, and organizational citizenship behaviors and consequently develop school effectiveness, as a result, conducting this research is necessary.

Therefore, the primary purpose of this study was to identify the best fit path model of school effectiveness as determined by transcendental leadership, servant leadership and organizational citizenship behaviors in Region XI public schools. Furthermore, this research sought to describe first the degree of transcendental leadership of school heads about *vision, hope and faith, dedication and follower-leader constant spiritual development*. Second, the purpose of this study was to ascertain the level of servant leadership of school heads regarding *empowerment, standing back, accountability, forgiveness, courage, authenticity, humility and stewardship*. Third, it sought to determine the degree of organizational citizenship behaviors of educators in lines of *altruism, conscientiousness, sportsmanship, courtesy and civic virtue*. Fourth, it aimed to assess the efficacy of the school regarding *ensuring desired results, improving teaching and learning and fostering a culture of improvement*. Fifth, it sought to ascertain the significance

of the relationship between transcendental leadership, between servant leadership and school effectiveness, and between organizational citizenship behaviors and school effectiveness. Lastly, to identify the path model that most closely matches school effectiveness.

In consonance with the above objectives, the null hypotheses were examined at the significance level of 0.05. It was proposed that there isn't any significant link between transcendental leadership and school effectiveness, between servant leadership and school effectiveness and between organizational citizenship behaviors and school effectiveness. It was also proposed that there isn't a path model that best fits the efficacy of schools.

The study on transcendental leadership, servant leadership, and organizational citizenship behaviors (OCBs) within school effectiveness is globally significant, shedding light on how these leadership styles impact educational outcomes profoundly. Research by Day, Sammons & Gorgen (2020) and Jagers, Rivas-Drake & Williams (2019) underscores their role in enhancing education quality and fostering a conducive learning environment. Understanding this impact is crucial for educational policymakers and practitioners worldwide, offering insights for evidence-based leadership programs and policies tailored to diverse contexts. By nurturing supportive organizational cultures and fostering collaboration, innovation, and commitment among educators, the study provides strategies for enhancing educational outcomes and driving positive societal change globally. Importantly, this exploration of school effectiveness contributes significantly to Sustainable Development Goal 4 (Quality Education), aligning with the broader global agenda for inclusive and equitable education for all and highlights the indispensable role of leadership and organizational behaviors in shaping student experiences, as evidenced by Hailikari et al. (2022), Ghavifekr et al. (2020), and Edmonds (2020). Additionally, research by Podsakoff et al. (2019); Aderibigbe et al. (2019); Martin (2019) and Pawar et al. (2020) emphasizes the social value in promoting these behaviors within schools, contributing to academic achievement and societal well-being.

On the other hand, the study on school effectiveness has multifaceted beneficiaries, including students, educators, school administrators, policymakers, teachers, and communities. Students stand to benefit from improved academic outcomes, increased engagement, and overall well-being as they gain insights into how leadership styles and organizational behaviors impact their learning environments. Educators can enhance their teaching methods and create supportive learning environments through effective leadership practices. School administrators can inform leadership development programs and shape school policies to promote positive school climates. Policymakers gain valuable insights for crafting educational policies that support effective leadership practices and contribute to broader educational goals, leading to socioeconomic growth, reduced disparities, and stronger social cohesion within communities. Additionally, teachers may acquire awareness of their leadership skills and practices, while the findings serve as a springboard for future research, offering avenues to explore and contribute to educational advancement, particularly regarding the specific mechanisms through which leadership styles impact

Furthermore, this study serves as a springboard for future researchers, offering significant avenues for exploration and contribution to educational advancement. It provides a platform for further investigation into the specific mechanisms through which transcendental and servant leadership styles impact student outcomes, utilizing both qualitative and quantitative methodologies to uncover nuanced insights. Additionally, future research could dig into the role of organizational citizenship behaviors in promoting a positive school climate and its long-term effects on student engagement and academic achievement. Moreover, exploring the intersectionality of leadership approaches with cultural and contextual factors can deepen understanding of their effective implementation across diverse educational settings. By addressing these knowledge gaps, future researchers can enrich theoretical understandings of school effectiveness and inform evidence-based practices to enhance educational quality and equity globally.

## II. RESEARCH METHODOLOGY

Provided in this section are the discussions on the study of the respondents, materials and instruments, design and procedures.

### Research Respondents

Participants in the study were public secondary schools in Region XI, Philippines, with samples from each province, or Division. The Davao Region, also known as Region XI, is located in the southeast of Mindanao. It shares boundaries with the provinces of Surigao del Sur, Agusan del Sur, and Bukidnon to the north, the Philippine Sea to the east, and the provinces of Central Mindanao to the west. Davao del Sur, Davao del Norte, Davao Oriental, Davao Occidental, and Davao de Oro are the five component provinces. Because of their global competitiveness, Davao, Tagum, Island Garden City of Samal, Panabo, Mati, and Digos maintain a vibrant investment climate. Questionnaires were delivered in the areas mentioned above in order to conduct surveys.

In addition, the degree of school effectiveness in the area was largely favorable. However, there were instances that school heads and teachers did not deliver quality service to the clientele. There were school heads who were using leadership styles which was not suited to the culture and working environment of teachers; likewise, teachers were poorly motivated to work and cooperate for the attainment of schools' goals was transparent. Therefore, we need to evaluate the public school's effectiveness.

A scientific process was used to carefully identify study participants. To reflect the 41, 084 active teachers in the region, 400 public school instructors from various DepEd Region XI schools were surveyed for this research. The 400 professors were identified using a stratified random sampling approach. Stratified random sampling divides a population into smaller subgroups known as strata. The establishment of strata in stratified random sampling or stratification is based on the individuals' shared traits, such as income or educational attainment. Stratified random sampling is also known as quota random sampling or proportional random sampling (Hayes, 2020).

In consonance with the guidelines to determine the appropriate number of responses for Path Analysis (Wright, 1921) and (Mitchell, 2020) since is between 200 and 400, the researcher attempted to go backward by using appropriate quota sampling (Smith & Dawber, 2019) at the .05 significant level. Path analysis was developed to quantify the relationships between variables (Hancock and Schoonen, 2015; Mitchell, 2020; Stage et al., 2004). Path analysis helps to explain causal relationships between variables. Mediation is a common route analysis function that posits that one variable can influence another both directly and indirectly (Menon & Suresh, 2020; Mitchell, 2020).

Moreover, the researcher considered the inclusion and exclusion criteria for selecting the study's respondents. The teacher responders were regular teachers in Region XI's public schools, whose plantilla numbers were recorded with the Department of Education. All of these instructors taught in public schools. Instructors decided to participate in the survey after receiving permission from their school administration. Teachers who stated denial were excluded from the study, and only those who readily consented to informed consent were polled. This study did not include private-school teachers. The researcher also took into consideration educators who decided to back out or withdraw while the survey questionnaires were actually being administered.

## Materials and Instrument

The study employed a modified survey questionnaire consisting of four sections that are derived from an adapted questionnaire, i.e., transcendental leadership, servant leadership, organizational citizenship behaviors, and school effectiveness. The questionnaires were revised and validated by specialists. The research adviser received the initial draft of the research instrument and was requested for input, ideas, and recommendations on how to improve its presentation and integrate the necessary changes. The final versions were forwarded to a team of specialists for editing. The final document was revised to contain the errors, remarks, and recommendations made by the knowledgeable validators prior to data collection. The experts' combined results produced a weighted average of 4.70, with a verbal description of *excellent*.

Further, a pilot test of the research instrument was undertaken on a subgroup of teachers who were not study participants prior to its actual administration. The Internal Consistency Method was used to assess the dependability of the survey questionnaire for the pilot project. Given that the examination had items with dichotomously scored outcomes—i.e., the examinee might pass or fail an item—this approach was the best one to use. Using Cronbach Alpha, the instrument's computed reliability for the surveys on transcendental leadership, servant leadership, organizational citizenship behavior, and school effectiveness were 0.981, 0.984, 0.986, and 0.992, respectively.

The survey for transcendental leadership was updated from Sayadi et al. (2016) and Harris (2020) which has the following indicators: *vision, hope and faith; dedication; and follower-leader constant spiritual development*. Furthermore, the servant leadership questionnaire was modified from Kobayashi, Watanabe, Otsuka, Eguchi, Kawakami, Imamura, and van Dierendonck (2020) and Radulovic et al. (2019) which has the following indicators: *empowerment, standing back, accountability, forgiveness, courage, authenticity, humility, and stewardship*. Also, questionnaire for organizational citizenship behavior was adapted from Somech and Ron (2007) and Aderibigbe, et al. (2019) which has the following indicators: *altruism, conscientiousness, sportsmanship, courtesy, and civic virtue*.

Furthermore, the questionnaire evaluating the school effectiveness was adopted from the National Study on School Evaluation (2005) and Huber & Helm (2020). which has the following indicators: *ensuring desired results, improving teaching and learning, and fostering a culture of improvement*. The five gradable lists together with the range of means and descriptions for each one were used; the range of values was 4.20-5.00, with the descriptive equivalent of very high indicating that the items associated or always manifested, the range of means of 3.40 – 4.19 with the descriptive equivalent of high labeled that the items related or oftentimes manifested, the range of means of 2.60 – 3.39 with the descriptive equivalent of moderate means that the items related or sometimes manifested, while the range of means of 1.80 – 2.59 with the descriptive equivalent of low means that the items related or seldom manifested, and the range of means of 1.00 – 1.79 with the descriptive equivalent of very low labeled that the items related or not manifested at all.

## Design and Procedure

This study used the correlational technique in a quantitative, non-experimental research design. The correlational technique is a non-experimental design in which the researcher investigates the relationship between variables in a typical setting without changing or controlling them. In correlational studies, researchers look at the degree to which changes in one variable are associated with changes in another to determine the strength of the relationships between variables. When employing the correlational technique, the independent factors often affect the dependent variable without changing the independent variable (Creswell, 2021; James, Reardon, Soler, James & Creswell, 2020).

Likewise, this study used Path Modeling. Path analysis may clarify the causal linkages between variables and was created to quantify the relationships among many variables (Wright, 1921) and Mitchell (2020). Path analysis frequently performs mediation, which is based on the idea that a variable can both directly and indirectly affect an outcome through another variable (Menon & Suresh, 2020; Mitchell, 2020). Moreover, path analysis which offers a helpful framework for outlining and evaluating potential causal relationships between groups of measured variables (Hancock & Schoonen, 2015; Hwang, Um, Hwang & Schlüter, 2020; Mitchell, 2020). Stage, Carter, and Nora (2004) and Mitchell (2020) assessed the application of path analysis in teaching researches and determined the goal of path analysis to give an estimation of the extent and relevance of putative causal links between sets of variables are illustrated using path diagrams.

Path – Goal Theory of Leadership of House & Mitchell (1975) and Kumar & Bhatti (2020) was employed to test the proposed models and choose the model that best fit the effectiveness of public schools. This technique was used to assess the relationship between transcendental leadership, servant leadership, and organizational citizenship behaviors and school effectiveness in public schools in Region XI, Philippines. To assess the goodness of fit of the models, the following indices were computed:

INDEX	CRITERION
Chi-Square / Degrees of	$0 < \text{value} < 2$
P-value	$> .05$
Normed Fit Index (NFI)	$> .95$
Tucker-Lewis Index (TLI)	$> .95$
Comparative Fit Index (CFI)	$> .95$
Goodness of Fit Index (GFI)	$> .95$
Root Mean Square of Error Approximation (RMSEA)	$< .05$
P of Close Fit (P-close)	$> .05$

The University of Mindanao Ethics Review Committee approved the study on May 14, 2022 which was the first step in gathering the information used in this research. The distribution of survey questionnaires took place between August and December 2022. A request letter signed by the dean was forwarded to the DepEd regional director. The authorized letter was appended to letters written to the various Superintendents of the eleven DepEd divisions of Region XI. A schedule for floating and retrieving questionnaires was set from January to March 2023.

The researcher distributed questionnaires in the Division of DepEd Davao Occidental, DepEd Davao del Sur, and Digos City, DepEd Davao City, Davao Del Norte, as well as Tagum City, DepEd Davao De Oro, and DepEd Davao Oriental schools at the same time, sharing the questionnaire link with the researcher's friends, colleagues, and acquaintances or making a personal appearance at the schools. The acquired data was then carefully sorted, analyzed, and interpreted while maintaining anonymity.

During the administration of the survey questionnaire, the researcher ensured that lessons were not disrupted, and that any queries or clarifications from the respondents were individually addressed to the researcher. After the respondents had completed the questionnaire's relevant data, the researcher collected all of the questionnaires from them. The researcher then obtained a Certificate of Appearance from the School Head to verify that the data was collected honestly from the study's research participants. Following the successful retrieval of the questionnaires, the data were compiled and analyzed. The data was then extracted using appropriate statistical tools for further analysis and interpretation.

Furthermore, the collected data was interpreted using the statistical methods. The mean was used to indicate the level of transcendental leadership, servant leadership, organizational citizenship behaviors, and school performance in response to sub-problems 1 through 4. In response to sub-problem 5, Pearson  $r$  was used to assess the significance of the relationship between school effectiveness and the independent variables (transcendental leadership, servant leadership, and organizational citizenship behaviors) using a normal bivariate distribution (Senthilnathan, 2019; Elal-Olivero, Olivares-Pacheco, Venegas, Bolfarine, & Gomez, 2020). In this study, it was utilized to investigate the interrelationship between the independent and dependent variables. Finally, Path Analysis was performed to test the hypothesized models and select the best fit model for school effectiveness. Path analysis has a common function (Menon & Suresh, 2020; Mitchell, 2020).

Lastly, the drive for more accountability has boosted interest in ethical behavior. Furthermore, in addition to the vital nature of selecting the appropriate research methodology and procedures, the ethical issues surrounding the research process, as outlined in UMERC Form 2.2, are quite important. Thus, this publication was subjected to an ethics assessment by a panel of experts from the University of Mindanao Ethics assessment Committee (UMERC), and it was judged to be in order and in compliance with the university's minimum research ethics standards. The researcher was issued a certificate of approval with the UMERC Protocol Number 2022-056

### III. RESULTS AND DISCUSSION

Presented here are the statistics and conclusions based on the responses of the study participants on the transcendental leadership, servant leadership, organizational citizenship behaviors and school effectiveness in public schools. Results were interpreted under the following subheadings: the degree of transcendental leadership of school heads, the degree of self-efficacy of servant leadership by the administrators, the degree of organizational citizenship behavior of teachers, the level of school effectiveness, the importance on the connection between transcendental leadership and school effectiveness, the significance on the relationship between servant leadership and school effectiveness, the significance on the relationship between organizational citizenship behavior and school effectiveness; and goodness of fit metrics for the three route analysis models.

#### Level of Transcendental Leadership of School Heads

The initial goal of this study was to determine the level of transcendental leadership demonstrated by school principals as regarded by teachers in public schools. Transcendental leadership of school heads was evaluated across three dimensions: vision, hope, and faith; dedication; and follow-leadership constant spiritual development. As depicted in Table 1, the overall mean score was 4.34, indicating a very high level of transcendental leadership. Among these dimensions, *vision, hope, and*



**Table 1***Level of Transcendental Leadership of School Heads*

Indicators	SD	Mean	Descriptive Level
Vision, hope, and faith	0.657	4.47	Very High
Dedication	0.774	4.31	Very High
Follow-leadership constant spiritual development	0.827	4.25	Very High
<b>Overall</b>	<b>0.666</b>	<b>4.34</b>	<b>Very High</b>

*faith* received the highest mean score of 4.47, this was followed by *dedication* at 4.31, and *follow-leadership constant spiritual development* at 4.25, all indicating very high levels. The high score for *vision, hope, and faith* underscores the school heads' unwavering commitment to their school's vision and their ability to inspire teachers to excel in alignment with this vision. This suggests that school principals consistently demonstrated qualities such as possessing a clear vision for the school, nurturing hope and faith among their teaching staff, displaying unwavering dedication to their roles, and continually enhancing their spiritual and ethical aspects. This is consistent with Sayadi et al. (2016) and Khaddam et al. (2023) studies, emphasizing the significance of employees having faith in the organization's vision. The study underscores the importance of staff doing their best for the organization, with leaders giving special attention to both the spiritual well-being of employees and their own spiritual growth.

Similarly, the very high-level *dedication* demonstrated by school leaders highlights their support, trust, righteousness, empathy, and a focus on constructive solutions, in line with the importance of dedication emphasized by Vassallo (2022) and Walker (2020). The constant spiritual development dimension affirms that school leaders prioritize their spiritual well-being, extend this care to teachers and staff, and commit themselves to greater educational goals, reflecting the significance of spirituality in educational leadership, as noted in studies by Ugwejeh (2022) and Nieme-Kaija & Pattinson (2023), moreover, the organization's leaders are honest and trustworthy who follow through on their promises. The firm treats its employees with kindness and makes an effort to assist those who are suffering within instead of punishing unintentional mistakes to others Sayadi et al. (2016) and Harris (2020).

On the contrary, *the follow-leadership constant spiritual development* though it manifested very high, yet got the lowest mean score of 4.25 which suggested that leader of the organization should give special attention to their own spiritual life. This implies that organizational leaders should dedicate particular focus to their own spiritual well-being. Additionally, organization's leader pays close attention to their spiritual lives and makes an effort to advance their own spiritual lives of their staff members and serve as sources of inspiration, encouraging them to engage in activities that extend beyond personal interests. This validates the study of Sayadi et al. (2016) and Khaddam et al. (2023), which the leaders of the organization devote themselves to serve higher aims.

### Level of Servant Leadership of School Heads

The second purpose was to evaluate the level of servant leadership exhibited by school heads, focusing on attributes like *empowerment, standing back, accountability, forgiveness, courage, authenticity, humility* and *stewardship*. The results, as presented in Table 2, show a grand mean of 4.25, signifying a very high level of servant leadership, and a standard deviation of 0.699.

**Table 2***Level of Servant Leadership of School Heads*

Indicators	SD	Mean	Descriptive Level
Empowerment	0.746	4.25	Very High
Standing back	0.791	4.24	Very High
Accountability	0.751	4.42	Very High
Forgiveness	0.819	4.13	High
Courage	0.886	4.20	Very High
Authenticity	0.885	4.19	High
Humility	0.861	4.16	High
Stewardship	0.761	4.40	Very High
<b>Overall</b>	<b>0.699</b>	<b>4.25</b>	<b>Very High</b>

This indicates that school heads consistently manifest servant leadership attributes in their roles. These attributes encompass empowering others, embracing accountability, demonstrating forgiveness, courage, authenticity, humility and stewardship. Essentially, school principals are genuinely dedicated to serving the needs and interests of their teachers and the broader school community, making them effective servant leaders. This finding aligns with the research of Serrano-Quijano (2020) and other authors (Palta, 2019; Polatcan, 2020), which also emphasized that servant leadership is prevalent among school leaders.

In addition, the data highlights the exceptionally elevated degree of servant leadership, particularly regarding *stewardship*, which indicates that school leaders prioritize the well-being of all members within the school community. They actively cultivate a sense of accountable for the broader development and prioritize service over autonomy and self-interest. Effective administrators are more than just caretakers but also serve as exemplary role models. By exemplifying desired behavior, leaders have the capacity to

inspire others to act in the collective interest. (Garcia-Sanchez et al, 2020; Nijhof, Schaveling & Zalesky, 2019; Tran & Truong, 2021) which underscores that stewardship is closely tied to social duty, loyalty, and teamwork, as well as a sense of affiliation with and obligation to a greater good that involves oneself but extends beyond one's own self-interest.

Moreover, *empowerment* received the high mean score of 4.25, while forgiveness had the lowest average score at 4.13. The very high level of servant leadership in terms of empowerment proposes that school leaders are focused on providing necessary tools and support for teachers to excel, fostering personal growth, encouraging innovation, and enabling decision-making authority. This is in line with previous research of (Bier, 2021; Cheong et al., 2019) and Kobayashi, Watanabe, Otsuka, Eguchi, Kawakami, Imamura & van Dierendonck (2020) which underscores the importance of empowering leaders in supporting followers' self-improvement and encouraging an assertive, proactive mindset.

On the contrary, the very high level of servant leadership in terms of *forgiveness* reflects a forgiving and understanding approach adopted by school leaders, promoting a positive work environment by avoiding harsh criticism, maintaining a positive attitude towards those who may have made mistakes, and letting go of past grievances. This aligns with research by Lo, Allard, Wang & Chiu (2020), Radulovic et al (2019) and Kobayashi, Watanabe, Otsuka, Eguchi, Kawakami, Imamura and van Dierendonck (2020), highlighting the significance of forgiveness in fostering a trusting environment where individuals are free to make mistakes without fear of retribution, ultimately enhancing interpersonal relationships and bringing out the best in people.

### Level of Organizational Citizenship Behavior of Teachers

The third goal was to determine the level of organizational citizenship behavior of teachers using the following indicators: *altruism*, *conscientiousness*, *sportsmanship*, *courtesy*, and *civic virtue*. In Table 3 is shown that level of organizational citizenship behavior of teachers generated a grand mean of 4.34 or *very high* with a standard deviation of 0.601, and this demonstrates that instructors' organizational citizenship behavior is always manifested.

**Table 3**  
Level of Organizational Citizenship Behavior of Teachers

Indicators	SD	Mean	Descriptive Level
Altruism	0.692	4.29	Very High
Conscientiousness	0.663	4.37	Very High
Sportsmanship	0.711	4.25	Very High
Courtesy	0.705	4.35	Very High
Civic virtue	0.655	4.46	Very High
<b>Overall</b>	<b>0.601</b>	<b>4.34</b>	<b>Very High</b>

The data suggests that teachers consistently go above and beyond their basic duties, actively contributing to a positive and cooperative work environment. This expands the idea of various authors (Choong et al., 2020; Lavy, 2019; Somech & Ohayon, 2020), that teaching is one of the professions in which organizational citizenship behaviors is important. Teachers with high level of organizational citizenship behavior are committed according to the school's goals and ideals and show willing to go above and beyond the call of duty to contribute to successful change. Teachers with high organizational citizenship display helpful habits extended to colleagues, supervisors, and pupils.

In addition, the data further demonstrates that the indicator of the organizational citizenship behavior of teachers that generated the highest mean score is the *civic virtue* with a mean score of 4.46 or *very high* and the lowest indicator, but extremely strong, is sportsmanship, with a mean score of 4.25. Teachers' extremely high level of civic virtue suggests that they are having conscientious commitment to the school community through active involvement in essential activities, remaining informed about school innovations, and engaging with school communications to improve the school's culture and image. This is in parallel with the statement of several studies (Carroll, 2019; Qiu, Alizadeh, Dooley & Zhang, 2019) which states that a high level of civic virtue at work is shown by deep concerns and active involvement and participation in the organization's operations. Employees actively represent and support the organization in general.

Furthermore, the very high level of *conscientiousness* posits that *conscientiousness of teachers* is the personality trait of being careful or diligent. Conscientiousness entails a desire to succeed and to take one's obligations to others seriously. Rather of being laid-back and disorganized, diligent people are efficient and well-organized.

They are self-disciplined, act responsibly, and strive for success; their behavior is planned rather than impulsive; and they are generally dependable. It includes traits like neatness and organization, as well as elements like carefulness, thoroughness and thoughtfulness which is the tendency to think things through before acting (Coleman, Furnham & Treglown, 2023; Costa, McCrae & Löckenhoff, 2019; Sokal et al, 2020).

On the other hand, the very high degree of *sportsmanship* implies that teachers are optimistic and constructive. To promote a healthy work environment, they avoid excessive complaints, focus on the positives rather than negatives, and refrain from continuously criticizing the organization. Instead, they focus on how to improve it. This aligns with the study of several authors (Grigoriou & Georganta, 2021; Gupta, 2019; Somech & Ron, 2007; Vacchani, 2019) stating that a high level of sportsmanship in the organizational saves time and resources by minimizing the number of employee complaints that administrators must deal with.

Also, it supports the idea of Somech and Ohayon (2020), that teachers who exhibit workplace sportsmanship demonstrate a willingness to deal with the inherent difficulties and impositions of work without complaining, for example, by not wasting time complaining about insignificant matters. They rather entertain important suggestions that would make the organization effective.

### Level of School Effectiveness

The fourth objective was to evaluate the level of school effectiveness, with a focus on ensuring desired results, improving teaching and learning and fostering a culture of improvement. As shown in Table 4, the results show a great mean of 4.59, indicating a very high level of school effectiveness with a standard deviation of 0.532. This implies that schools consistently excel in fulfilling their educational mission and objectives, maintaining high standards of performance and continuous improvement in students' achievement and outcomes. This aligns with the assertions of authors such as Reynolds & Neeleman (2021), Gülbaharm (2020) and Cheng (2022), who emphasize that effective schools add significant value to their students' outcomes, achieving or exceeding academic goals and promoting higher-level performance.

**Table 4**

*Level of School Effectiveness*

Indicators	SD	Mean	Descriptive Level
Ensuring desired results	0.570	4.55	Very High
Improving teaching and learning	0.541	4.60	Very High
Fostering a culture of improvement	0.567	4.61	Very High
<b>Overall</b>	<b>0.532</b>	<b>4.59</b>	<b>Very High</b>

Furthermore, the data reveals that *fostering a culture of improvement* achieved the highest mean score of 4.61, followed closely by *improving teaching and learning* at 4.60, and *ensuring desired results* at 4.55, all indicating very high levels of school effectiveness. The exceptionally high score for *fostering a culture of improvement* suggests that schools are actively creating a supportive and collaborative professional learning community where teachers engage in ongoing reflection, inquiry and practice to enhance their teaching and student learning. This aligns with the research of Armstrong, Brown & Chapman (2021), Yancovic et al (2019) and others, emphasizing the significance of building a favorable school climate, fostering a community of learners, and encouraging ongoing career development to improve teaching and learning.

The very high level of *improving teaching and learning* demonstrates that maximizing the usage of time and education is integral since it ensures that educators efficiently utilize class time to comprehensively cover the curriculum, addressing diverse learning needs and employing various instructional strategies. Effective time management also allows for a balanced curriculum, preventing hurriedly done teaching and enabling thorough exploration of key concepts. In essence, the indicator emphasizes the importance of optimizing instructional strategies within a well-managed timeframe, contributing to a more impactful and focused educational experience of students. This finding aligns with the study of Grant et al. (2014), Lai & Peng (2019) and Sawarkar et al. (2020) which highlights that long – term planning is essential to ensure comprehensive curriculum coverage over grading period, semesters, and the academic year. Effective educators also employ various strategies to enhance student learning. Operational organization for instruction extends beyond planning and preparing instructional materials, it encompasses the intentional alignment of classroom tasks with a central focus on teaching and learning.

Lastly, the very high level of *ensuring desired results* underscores the importance of having a clear vision for what students should achieve and employing data-driven strategies to guide decision-making and improvement efforts. This emphasizes the need for setting goals, monitoring progress, and taking appropriate actions to ensure that the desired outcomes are achieved, in conjunction with the outcomes of authors like Bauer (2017), Muiruri (2019) and Kriener-Althen et al (2020).

### Significance on the Relationship between Transcendental Leadership and School Effectiveness

One essential goal of this research was to see if transcendental leadership had a substantial link with school effectiveness. The computation results are reported in Table 5. The R-value for the relationship between transcendental leadership and school effectiveness is 0.741  $p < 0.05$ , indicating a substantial relationship between the two variables. Therefore, the null hypothesis is rejected.

**Table 5.1**

*Significance on the Relationship between Transcendental Leadership and School Effectiveness*

Transcendental Leadership	School Effectiveness			
	ensuring desired results	improving teaching and learning	fostering a culture of improvement	Overall
vision, hope, and faith	.689* (0.000)	.632* (0.000)	.667* (0.000)	.698* (0.000)
Dedication	.635*	.568*	.585*	.628*

	(0.000)	(0.000)	(0.000)	(0.000)
follow-leader constant spiritual development	.625* (0.000)	.619* (0.000)	.603* (0.000)	.648* (0.000)
<b>Overall</b>	.732* (0.000)	.684* (0.000)	.696* (0.000)	.741* (0.000)

\*Significant at 0.05 significance level.

Furthermore, when indicators of transcendental leadership such as *vision, hope, and faith, dedication, and follow-leader constant spiritual development* were correlated to the overall school effectiveness of public schools, the computation yielded R-values of 0.698, 0.628, and 0.648 with p-values of less than 0.05, all of which were interpreted as significant. These characteristics are strongly linked to the domains of school effectiveness, such as *ensuring desired results, improving teaching and learning, and fostering an improvement culture*.

The result indicates that leadership characterized by characteristics such as having a *clear vision, instilling hope, having faith in the mission, demonstrating dedication, encouraging followership and supporting continuous spiritual development* is directly associated to a school's overall effectiveness. Transcendental leadership is viewed as an effective aspect that positively improves a school's capacity to attain its educational objectives and outcomes in this setting. It means that when school leaders exhibit these characteristics, they are more likely to inspire and encourage learners as well as teachers to higher levels of performance, resulting in a more effective and purpose-driven educational environment. This supports the proposal of some authors (Manzoor et al, 2019; Moore & Hanson, 2022; Rahmawaty, Rokhman, Bawono & Irkhani, 2021) that transcendental leadership has an effect on the organizational effectiveness such as of school. Leadership actions such as problem solving and giving workers with relevant information about decisions, goals, and activities are very crucial to enhance organizational effectiveness. Also, it confirms the idea of several researchers (Barr & Nathenson, 2022; Chien, 2023; Fries, Kammerlander & Leitterstorf, 2021) that transcendental leaders who look at organizations as a connective integrated whole and their plans translate the vision would contribute to achieving foremost outcome of effectiveness and efficiency.

#### Significance on the Relationship between Servant Leadership and School Effectiveness

Another goal of this research was to see whether servant leadership has a vital relationship with school effectiveness. Results of the computations for the domains of servant leadership such as the *empowerment, standing back, accountability, forgiveness, courage, authenticity, humility, and stewardship* were correlated to the overall school effectiveness of public schools. The computation results provided R-values of 0.555, 0.604, 0.614, 0.452, and 0.606 with P-values less than 0.05, all of which are significant. These factors are significantly related to the areas of school effectiveness such as *ensuring desired results, improving teaching and learning and fostering a culture of improvement*.

As shown in the table 6, the overall R-value for the correlation between the level of servant leadership the level of school

**Table 5.2**

*Significance on the Relationship between Servant Leadership and School Effectiveness*

Servant Leadership	School Effectiveness			Overall
	ensuring desired results	improving teaching and learning	fostering a culture of improvement	
Empowerment	.581* (0.000)	.489* (0.000)	.509* (0.000)	.555* (0.000)
standing back	.590* (0.000)	.531* (0.000)	.599* (0.000)	.604* (0.000)
accountability	.589* (0.000)	.585* (0.000)	.576* (0.000)	.614* (0.000)
Forgiveness	.444* (0.000)	.420* (0.000)	.424* (0.000)	.452* (0.000)
Courage	.604* (0.000)	.534* (0.000)	.589* (0.000)	.606* (0.000)
authenticity	.560* (0.000)	.490* (0.000)	.509* (0.000)	.547* (0.000)
Humility	.551* (0.000)	.478* (0.000)	.526* (0.000)	.546* (0.000)
stewardship	.735* (0.000)	.694* (0.000)	.688* (0.000)	.743* (0.000)
<b>Overall</b>	.674* (0.000)	.610* (0.000)	.641* (0.000)	.676* (0.000)

\*Significant at 0.05 significance level.

effectiveness is 0.676  $p < 0.05$ , indicating that servant leadership has a significant impact on school performance. Therefore, the null hypothesis is rejected.

Data showed that the servant leadership is significantly related with the school effectiveness of public schools. Servant leadership is considered as a crucial aspect in favorably affecting a school's capacity to achieve its educational goals and outcomes in this setting. It indicates that when school leaders demonstrate these servant leadership attributes, they create an environment in which individuals are empowered, encouraged and held accountable, resulting in increased school performance and attainment of educational goals. This expanded the findings of the study of Nordbye and Irving (2017) and Manzoor et al, (2019) which states that servant leadership influences effectiveness of the organization. The organizational performance specifically was statistically dependent on a servant leadership style, and gives important insight into aspects connected with organizational efficiency. Also, it supports the study of Giambatista, McKeage & Brees (2020) and Manzoor et al (2019) which revealed that when more servant leadership is applied, kids achieve at a higher rate than in schools where less servant leadership is practiced. As a result, school leaders who instill servant leadership principles in schools should expect high levels of school effectiveness especially in terms of student achievement.

### Significance on the Relationship between Organizational Citizenship Behavior and School Effectiveness

The current study also sought to examine whether organizational citizenship behavior has a significant association with school effectiveness. Results of the computations for domains of organizational citizenship behaviors (OCBs) such as *altruism*, *conscientiousness*, *sportsmanship*, *courtesy* and *civic virtue*, were associated to the overall school effectiveness of public schools' results, the computation generated the R-values of 0.606, 0.727, 0.554, 0.564, and 0.798 *p*-values are less than 0.05, which indicates significance. These factors are strongly related to the domains of school effectiveness *ensuring desired results*, *improving teaching and learning*, *fostering a culture of improvement*.

As presented in the Table 7, the overall R-value for the relationship between the levels of organizational citizenship behavior and the level school effectiveness is 0.738 with  $p < 0.05$ , it means that the organizational citizenship behavior is significantly associated with school effectiveness. Hence, null hypothesis is rejected.

**Table 5.3**

*Significance on the Relationship between Organizational Citizenship Behavior and School Effectiveness*

Organizational Citizenship Behaviors	School Effectiveness			
	ensuring desired results	improving teaching and learning	fostering a culture of improvement	Overall
Altruism	.613* (0.000)	.555* (0.000)	.559* (0.000)	.606* (0.000)
Conscientiousness	.771* (0.000)	.663* (0.000)	.639* (0.000)	.727* (0.000)
Sportsmanship	.560* (0.000)	.508* (0.000)	.513* (0.000)	.554* (0.000)
Courtesy	.548* (0.000)	.511* (0.000)	.547* (0.000)	.564* (0.000)
civic virtue	.741* (0.000)	.761* (0.000)	.776* (0.000)	.798* (0.000)
<b>Overall</b>	.734* (0.000)	.680* (0.000)	.689* (0.000)	.738* (0.000)

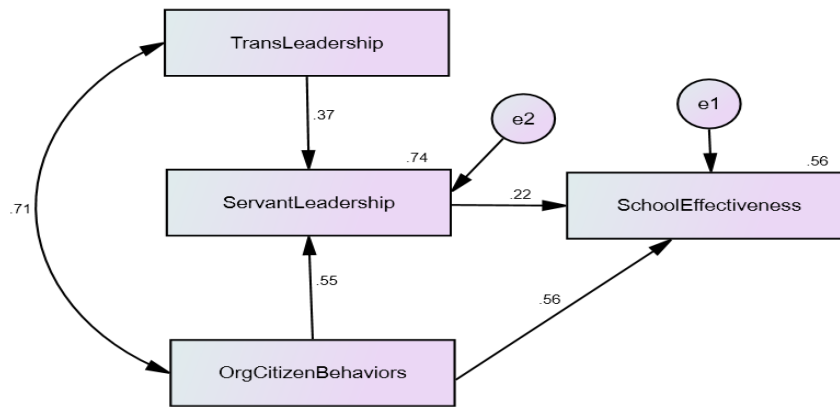
\*Significant at 0.05 significance level.

Data indicates that when teachers of a school community demonstrate positive organizational citizenship behaviors, it has a strong and positive impact on the school's effectiveness. It suggests that a school with a culture characterized by behavior which go beyond the formal job duties of individuals is likely to be more successful in achieving its educational goals and fostering a positive and productive learning environment. This confirms the findings of the study of Andrews (2022) and Sharafizad et al (2020) that organizational citizenship behaviors are connected to the effectiveness of the organization. To establish and sustain organizational effectiveness, an organization must recognize the value of workers' discretionary efforts at work.

### Best Fit Model Analysis

This part discusses how the best fit model was generated by presenting the three generated models based on the goodness-of-fit measures using path analysis.

*Generated Model 1.* Shown in Figure 6 is Hypothesized Model 1 in standardized solution. It is a tested model that depicts the interactions between latent exogenous variables and their direct causal relationship to the endogenous variable school effectiveness. The results suggest that both servant leadership and organizational citizenship behaviors directly contribute to school effectiveness. Furthermore, there is a crucial correlation between transcendental leadership and organizational citizenship behaviors.



**Figure 2.** Path Analysis Model 1 in Standard Solution Showing the Direct Influence of Servant Leadership and Organizational Citizenship Behaviors on School Effectiveness

Legend: TransLeadership – Transcendental Leadership  
 ServantLeadership – Servant Leadership  
 OrgCitizenBehaviors – Organizational Citizenship Behaviors  
 SchoolEffectiveness – School Effectiveness

In addition, transcendental leadership and organizational citizenship behaviors have an effect on servant leadership, with these two exogeneous variables directly influence school effectiveness. In assessing the absolute fit of generated Model 1, it can be extracted from Table 6 that the Chi-Square/Degrees of Freedom (CMIN/DF) of 80.159 indicated a poor match, Goodness of Fit Index (GFI) of 0.916 did not offer a good support regarding the model, and Root Means Square of Error

**Table 6**  
 Goodness of Fit Measures of Path Analysis Model 1

INDEX	CRITERION	MODEL FIT VALUE
P-Close	> 0.05	.000
CMIN/DF	0 < value < 2	80.159
P-value	> 0.05	.000
GFI	> 0.95	.916
CFI	> 0.95	.935
NFI	> 0.95	.934
TLI	0.95	.608
RMSEA	< 0.05	.446

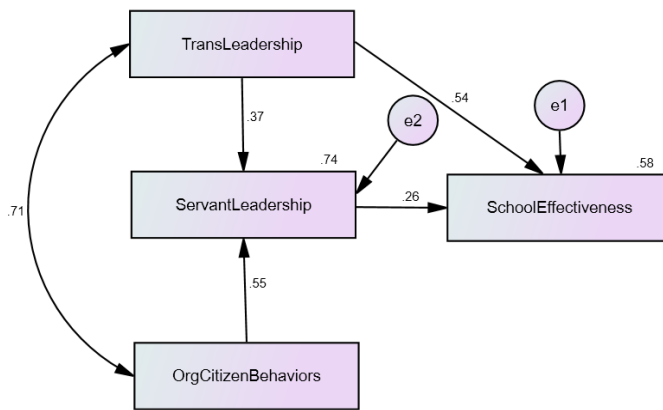
**Legend:**

<b>CMIN/DF</b>	-	Chi-Square/Degrees of Freedom
<b>NFI</b>	-	Normed Fit Index
<b>TLI</b>	-	Tucker-Lewis Index
<b>CFI</b>	-	Comparative Fit Index
<b>GFI</b>	-	Goodness of Fit Index
<b>RMSEA</b>	-	Root Means Square of Error Approximation
<b>P-close</b>	-	P of Close Fit
<b>P-value</b>	-	Probability Level

Approximation (RMSEA) of 0.446 did not satisfy the criterion to be reasonably fit. When assessing the comparative fit measures, results revealed that the Comparative Fit Index (CFI) was 0.935, Normed Fit Index (NFI) was 0.934 and Tucker- Lewis Index (TLI) was 0.608; implying that it did not fall within the acceptable criteria and did not offer support for the model. Furthermore, neither the P-value (0.000) nor the P-close (0.000) were greater than 0.05.

As a whole, Path Analysis Model 1 was a very poor - fit model as it failed to pass each of the criteria.

*Generated Model 2.* A model modification approach (Kline, 2005) and Legros & Cislighi (2020). was warranted by putting the proposed model to the test and removing an indicator or variable to improve the fit of the data. To apply this approach, reflected in Figure 3 is Hypothesized Model 2 in standardized solution. It is a tested model showing



**Figure 3.** Path Analysis Model 2 in Standard Solution Showing the Direct Effect of Transcendental Leadership and Servant Leadership on School Effectiveness

Legend: TransLeadership – Transcendental Leadership  
 ServantLeadership – Servant Leadership  
 OrgCitizenBehaviors – Organizational Citizenship Behaviors  
 SchoolEffectiveness – School Effectiveness

the interrelationships between the exogenous variables’ transcendental leadership, servant leadership, and organizational citizenship behaviors and their relationships on school effectiveness. Furthermore, it is evident that both transcendental leadership and servant leadership wield substantial influence over school effectiveness. Concurrently, a noteworthy correlation exists between transcendental leadership, and organizational citizenship behaviors, and both exhibit a direct influence on servant leadership. These two exogeneous variables, namely transcendental leadership and servant leadership, also exert a direct impact on school effectiveness.

**Table 7**  
 Goodness of Fit Measures of Path Analysis Model 2

INDEX	CRITERION	MODEL FIT VALUE
P-Close	> 0.05	.000
CMIN/DF	0 < value < 2	63.922
P-value	> 0.05	.000
GFI	> 0.95	.931
CFI	> 0.95	.948
NFI	> 0.95	.948
TLI	> 0.95	.689
RMSEA	< 0.05	.398

**Legend:**

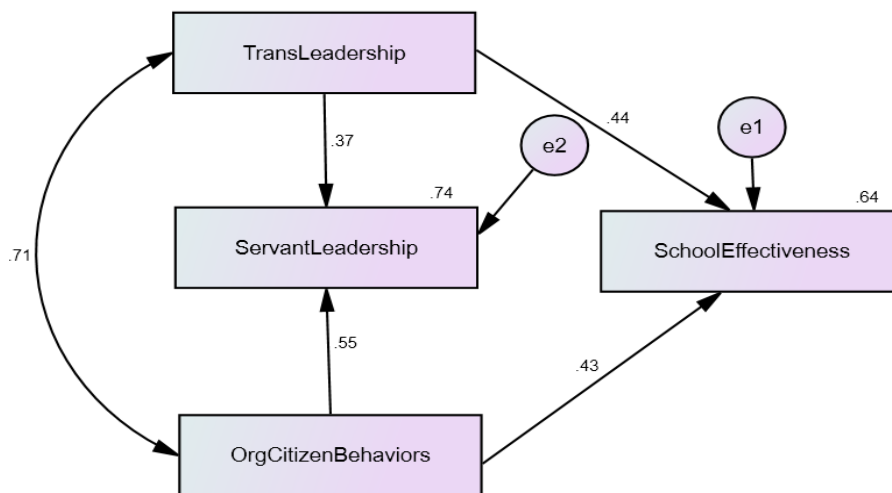
- CMIN/DF** - Chi-Square/Degrees of Freedom
- NFI** - Normed Fit Index
- TLI** - Tucker-Lewis Index
- CFI** - Comparative Fit Index
- GFI** - Goodness of Fit Index
- RMSEA** - Root Means Square of Error Approximation
- P-close** - P of Close Fit
- P-value** - Probability Level

Moreover, as presented in Table 7, it contains the goodness of fit measures of Path Analysis Model 2. It had shown significant improvement among indices when compared to Model 1. In analyzing the absolute fit of generated Model 2, the indices CMIN/DF manifested from 80.159 to 63.922; RMSEA produced results from .446 to .398. This indicated a poor fit since it did not satisfy the criteria for absolute fit. For comparative fit, it did not pass the GFI from .916 to .931, NFI from .934 to .948 and TLI from .608 to .689). Both the p-value had shown the same 0.000 in both models and p-close (0.000) was not higher than 0.05 in both models.

Thus, Path Analysis Model 2 was a poor fit in totality. To be designated the best fit, the model must meet all of the other requirements.

*Generated Model 3.* Lastly, in Figure 4 is shown the Path Analysis Model 3 in Standardized Solution. This section provides an analysis of the interrelationships between the study's variables as well as an assessment of model fit. Figure 4 shows that the combined influence of transcendental leadership, servant leadership, and organizational citizenship behaviors on school effectiveness accounts for 64% of the variance. As a result, it is possible to conclude that the combined influence of transcendental leadership, servant leadership, and organizational citizenship behaviors for 64% of the variance in school success. Specifically, transcendental leadership ( $\beta=0.44$ ), and organizational citizenship behavior ( $\beta=0.43$ ) have direct influence on school effectiveness.

On the other hand, transcendental leadership ( $\beta=0.37$ ) and organizational citizenship behavior ( $\beta=0.55$ ) show direct influence on servant leadership. It is a tested model that depicts the interactions between latent exogenous variables and their direct causal relationship to the endogenous variable school effectiveness. The findings show that both transcendental leadership and organizational citizenship behaviors have a direct and significant impact on school success.



**Figure 4.** Path Analysis Model 3 in Standard Solution Showing the Direct Effect of Transcendental Leadership and Organizational Citizenship Behaviors on School Effectiveness

Legend: TransLeadership – Transcendental Leadership  
 ServantLeadership – Servant Leadership  
 OrgCitizenBehaviors – Organizational Citizenship Behaviors  
 SchoolEffectiveness – School Effectiveness

**Table 8**  
 Goodness of Fit Measures of Path Analysis Model 3

INDEX	CRITERION	MODEL FIT VALUE
P-Close	> 0.05	.714
CMIN/DF	0 < value < 2	.350
P-value	> 0.05	.554
GFI	> 0.95	1.000
CFI	> 0.95	1.000
NFI	> 0.95	1.000
TLI	> 0.95	1.003
RMSEA	< 0.05	.000



**Legend:**

<b>CMIN/DF</b>	-	Chi-Square/Degrees of Freedom
<b>NFI</b>	-	Normed Fit Index
<b>TLI</b>	-	Tucker-Lewis Index
<b>CFI</b>	-	Comparative Fit Index
<b>GFI</b>	-	Goodness of Fit Index
<b>RMSEA</b>	-	Root Means Square of Error Approximation
<b>P-close</b>	-	P of Close Fit
<b>P-value</b>	-	Probability Level

Furthermore, transcendental leadership and organizational citizenship behaviors showed a significant relationship with each other. Both transcendental leadership and organizational citizenship behaviors have an impact on servant leadership, with these two variables directly influence school effectiveness.

Moreover, the significant improvement among indices were manifested in Model 3 when compared to model 2. It can be extracted from the Table 8 that Chi-Square/Degrees of Freedom (CMIN/DF) from 63.922 to .350 provide a best fit. Goodness of Fit Index (GFI) from .916 to 1.000 offers a very good support for the model, and Root Means Square of Error Approximation (RMSEA) from .398 to 0.000 does satisfy the criterion to be very reasonably fit. When assessing the comparative fit measures, results revealed that Comparative Fit Index (CFI) was from .948 to 1.000, Normed Fit Index (NFI) was from .948 to 1.000 and Tucker-Lewis Index (TLI) was from .689 to 1.003; implying that it did fall within the acceptable criteria and provide best support for the model. In addition, the P-value from .000 to .554 was greater than 0.05 and P-close from .000 to .714 was higher than 0.05 and which are all fall within the permissible limits.

Model 3 was identified as the best fit model, meeting the standard-fit requirements as a consequence of causal model data fitting using Pearson r, which should be significant. Model 3 was discovered to have indices that consistently direct a very good fit to the data since all of the indices supplied meet each condition, as seen in Table 10. Thus, there was no need to locate another model to test because it had already been determined to be the best fit among all tested models. As a result, the null hypothesis that there is no best fit model was rejected.

It might be suggested that there is a best fit model that predicts school effectiveness in public schools in Region XI. In terms of sample size, this study has more than the minimum permissible size of 200 for path analysis (Boomsma, 1982; RVSPK, Priyanath, and Megama, 2020). The overall sample size of 400 suggests that the sample size utilized in this investigation is suitable for obtaining an appropriate model fit. Model 3 is the result of a seemingly more extended theory that eliminates weak influencing variables that are not significantly related to the other variables in other models.

The findings indicate that both transcendental leadership and organizational citizenship behavior play important roles in improving school effectiveness. Furthermore, these same elements contribute to the establishment of servant leadership in the school setting, with organizational citizenship behaviors having a greater impact on servant leadership than transcendental leadership. These findings shed light on the links between leadership styles and actions in the setting of school organizations. The supports the proposition of several authors (Barr & Nathenson, 2022; Chien, 2023; Fries, Kammerlander & Leitterstorf, 2021; Rahmawaty, Rokhman, Bawono & Irkhani, 2021) that transcendental leadership plays an important role in maintaining organizational effectiveness and also affirms the idea of some researchers (Alanoglu, 2023; Podsakoff et al. 2019; Purwanto, 2020; Somech & Ron, 2007; Umar et al.,2021) showing that organizational citizenship behaviors.

## CONCLUSION AND RECOMMENDATION

Results revealed that the levels of exogenous and endogenous variables, transcendental leadership, servant leadership, and organizational citizenship behaviors exhibit consistently high descriptive level, indicating their perpetual manifestation. Concurrently, school effectiveness in public schools is also at a very high descriptive level, signifying its constant presence. Our findings reveal a significant association between transcendental leadership, servant leadership and organizational citizenship behaviors with school effectiveness. An increase in these leadership aspects corresponds to a parallel increase in school effectiveness.

The structural model employed in the analysis emerges as the best-fit model, supported by the quality of fit indices that meet all criterion for a robust path model analysis. This underscores the reliability of our conclusions regarding the intricate dynamics between leadership styles and school effectiveness, with practical implications for enhancing educational leadership in public schools.

The significant direct result of transcendental leadership, servant leadership and organizational citizenship behaviors on school effectiveness suggests that school effectiveness is influenced by leadership behaviors such as problem solving and giving staff members pertinent information about decisions, plans and activities, organizational performance, style and organizational behavior accompanied with organizational effectiveness in general.

This study supports Path – Goal Concept of Leadership of House and Mitchell (1975) and Kumar and Bhatti (2020). According to the path goal theory of leadership, a leader's characteristics (transcendental leadership, servant leadership) and *behaviors* (like organizational citizenship behaviors) have a direct impact on the outcome of people in the organization and thus affects

organizational effectiveness like in schools. Similarly, this research is being underpinned by the Resource-Based Concept of School Effectiveness as articulated by Stoll and Fink (1994) and Javed et al (2019). The Resource-Based Theory of School Effectiveness posits that the overall effectiveness of a school can be understood through the lens of five interrelated resource dimensions: Human Resources, Social Resources, Organizational Resources, Physical Resources and External Resources (Javed et al., 2019). Human Resources encompass the quality and proficiency of individuals within the school community, emphasizing teachers' expertise and collaborative capacity (Trost, 2020).

Further, the study's results also reinforced the Transformational Leadership Theory, as originally conceptualized by Yammarino & Dubinskym (1994) and Kwan (2020). Transformational Leadership Theory posits that effective leadership extends beyond transactional exchanges to inspire followers towards higher-order values and collective goals (Abubakar & Ahmed, 2021). Transformational leaders engage their followers by articulating a compelling vision, instilling a sense of purpose, and fostering intellectual stimulation (AL-Nawafah et al., 2022). Idealized influence involves leaders acting as role models and building trust through exemplary behavior.

Similarly, the Servant Leadership Theory by Greenleaf (1979) and Pawar et al (2020) implies that serving others comes first in a leader's motivation and responsibilities. The main goal and incentive of a servant leader is to inspire excellence in others; organizational success is a secondary effect of this approach. It forces organizations to reconsider the connections that exist among individuals, groups, and the community at large. The theory advances the idea that people ought to be supported in being themselves in both their personal and professional life.

Lastly, it also maintained the Organizational Support Concept of Eisenberger, Huntington, Hutchison & Sowa (1986) and Huning et al (2020, May). The Organizational Support Theory posits that employees' perceptions of organizational support significantly impact their attitudes, behaviors, and overall well-being within the workplace (Stinglhamber & Caesens, 2020). This theory suggests that when employees believe that their organization respects their efforts and is concerned for their welfare, they are more likely to reciprocate with positive behaviors (Rockstuhl et al., 2020).

Finally, findings showed that Model 3 emerged as the best-fit path model for predicting school effectiveness in public schools. As the model demonstrated, the transcendental leadership and organizational citizenship behaviors have direct significant effects on school effectiveness; however, transcendental leadership and organizational citizenship behaviors significantly predicted servant leadership. Furthermore, transcendental leadership and organizational citizenship behaviors revealed a significant correlation with each other. This implies that schools may enhance both leadership skills of school heads and teachers' behaviors through leadership and behavioral enhancement activities.

Based on the aforementioned observations and conclusions, the following recommendations are proposed:

On the aspect of school heads' leadership, it was discovered that the following indicators had the lowest means: follow-leadership constant spiritual development for transcendental leadership and forgiveness for servant leadership. Hence, for the Department of Education officials, it is advisable to *develop targeted leadership training programs*. These programs may specifically focus on fostering constant spiritual development and understanding the significance of forgiveness in leadership. By providing school heads with access to training and resources in these areas, the DepEd can help them grow as leaders and address the areas where improvement is needed. Additionally, *mentorship and coaching* initiatives may be established, allowing experienced leaders to guide school heads in their journey towards constant spiritual development and forgiveness. The DepEd may foster a culture of continuous growth and learning, encouraging school heads to reflect on their leadership practices regularly.

For school heads, it is imperative to engage in self-reflection and personal growth concerning constant spiritual development. Incorporating mindfulness practices, meditation, or seeking guidance from spiritual leaders can contribute significantly to their own development in this area. Recognizing the importance of forgiveness in leadership is key. School heads need to understand that forgiveness is a powerful tool for conflict resolution and building positive relationships within the school community. They may invest in their leadership development by attending *relevant workshops and seminars*, reading literature on spiritual development and forgiveness, *yearly retreat by the school head with the teachers* and engaging in networking opportunities with other school leaders.

Further, it was found that transcendental leadership, servant leadership, and organizational citizenship behavior have significant relationship with school effectiveness. Therefore, to improve school effectiveness, schools may prioritize leadership development programs that emphasize both transcendental and servant leadership qualities among administrators. Also, schools may establish recognition systems for organizational citizenship behavior (OCB) to encourage staff engagement beyond their job descriptions.

Since the best fitting model for school effectiveness was best anchored on transcendental leadership and organizational citizenship behavior, it is suggested that schools may prioritize and invest in developing these aspects of leadership and behavior. This can be achieved by offering training and professional development programs for school leaders to enhance their transcendental leadership skills and by fostering a culture that encourages and rewards organizational citizenship behavior among all teachers. Additionally, *School Administrators may establish a strong system of communication through faculty and staff meeting* where everyone in the school including the teachers, parents, students and other stakeholders are oriented and motivated about the school targets, strategies, expectations and decisions. Hence, collaborative assessment of school improvement and students' outcomes and constant feedback culture and actions are needed. Include in the regular *DepEd School Learning Action Cell sessions* to discuss the importance of sportsmanship and work. By focusing on these core elements, schools can further enhance their overall effectiveness and create a more conducive environment for both teachers and students to thrive.

Similar studies may be undertaken utilizing a mixed-methods approach that includes qualitative data collection. Also, future researchers can conduct studies that contribute towards a deeper knowledge of how transcendental leadership, servant leadership, organizational citizenship behavior, and school effectiveness are interconnected and how they can be optimized to create better educational outcomes and environments.

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-GCS

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