



Perceptions Of Teachers On Transformational Leadership And Service Quality Of School Principals: The Mediating Role Of Empowerment In Basic Education

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Abstract: Despite ongoing reforms, many schools in the Philippine basic education system continue to struggle with delivering consistent and high-quality services due to gaps in leadership effectiveness and teacher empowerment. This study investigates the mediating role of empowerment in the relationship between transformational leadership and service quality among school principals. Using a non-experimental, descriptive-correlational design with path analysis, data were collected from 160 public elementary school teachers in Alabel, Sarangani Province. Results revealed that transformational leadership, empowerment, and service quality were all perceived at high to very high levels. Strong and significant correlations were observed among the variables, with empowerment shown to mediate the effect of transformational leadership on service quality partially. These findings are anchored in Conger and Kanungo's Psychological Empowerment Theory, which explains how leaders can foster meaningful work engagement by enhancing employees' intrinsic motivation. The study highlights the need for leadership development programs that integrate empowerment strategies to strengthen institutional service delivery, supporting the realization of Sustainable Development Goals (SDG) 4 and 16 by promoting inclusive, quality education and effective school governance.

Index Terms - Transformational leadership, empowerment, service quality, basic education, sustainable development goals.

I. INTRODUCTION

A persistent challenge in basic education today is the inconsistent quality of services delivered in schools, which is often linked to gaps in leadership effectiveness and employee empowerment (Perez, 2023). Despite educational reforms, many school systems still struggle to translate strong leadership into sustained improvements in service outcomes. International studies have emphasized the value of transformational leadership in enhancing school performance. In Indonesia, Kartiwi (2020) found that transformational leadership among principals significantly boosted organizational commitment and service efficiency. In Russia, Lenskaya (2016) highlighted barriers to effective transformational leadership, including limited delegation and training gaps, showing its potential if appropriately implemented. Wescott (2018) in the United States established a strong link between resilience and transformational leadership in school administrators, suggesting that leadership traits can drive institutional adaptability. In Jordan, Al-Khreisha (2019) demonstrated that transformational leadership among school heads significantly impacted teacher empowerment, which in turn improved instructional delivery. These international findings underscore a consistent pattern: when leadership emphasizes vision, inspiration, and individualized support, the quality of educational service improves, especially when mediated by empowered staff.

In the Philippine context, there is growing evidence of the effectiveness of transformational leadership in shaping school environments. Esogon and Gumban (2024) reported that school heads in Bacolod City demonstrated high levels of transformational leadership, which had positive impacts on teacher performance and school morale. In Laguna, Buenvinida (2019) found that leadership practices correlated significantly with student performance indicators, such as completion and achievement rates. In the National Capital Region, Camatog and Fu (2024) emphasized the role of leadership styles in influencing institutional performance, suggesting that transformational leadership supports operational success. In Manila, Abulencia (2019) explored the lived experiences of principals implementing the K to 12 program, identifying empowerment and distributed leadership as critical for success. Meanwhile, in Region XII (SOCCSKSARGEN), recent findings show the urgent need for leadership models that enhance school quality. Miano (2021) highlighted how the state university faculty in Mindanao perceive their leaders as effective when they embody transformational traits. Abangan (2024), in a study focused on private HEIs in Region XII, confirmed that leadership grounded in empowerment and ethical practice significantly influenced school commitment and service outcomes.

Despite the growing evidence on the benefits of transformational leadership, limited attention has been given to the mechanisms, such as empowerment, through which leadership impacts service quality, especially in educational contexts. The absence of this understanding has practical consequences. Without fully grasping how empowerment functions within this dynamic, many school leaders may fail to leverage their influence in ways that meaningfully improve service delivery. Chae and Zhu (2024) found that psychological empowerment significantly mediated the relationship between transformational leadership and work engagement, with empowerment enhancing organizational performance. Labrague (2023), in a healthcare setting in the Philippines, demonstrated that transformational leadership improved service quality only when mediated by work satisfaction, implying that leadership alone is insufficient. Similarly, Mangundjaya (2019) emphasized that leadership only contributes to sustainability outcomes when employees feel psychologically empowered. However, in the Philippine basic education system, studies often isolate leadership effects and overlook the empowering processes that connect leaders to improved service delivery. Lacap (2019) observed that transformational leadership affects employee retention through engagement but did not address the role of empowerment in that process. This gap is urgent to address, particularly in decentralized education systems where school principals are increasingly expected to lead innovations amid limited institutional support. Thus, this study aims to explore empowerment not as an endpoint but as a critical mediating force that enables transformational leadership to yield tangible improvements in educational service quality.

II. RESEARCH METHODOLOGY

The study was conducted in one of the districts of Alabel, a municipality in Sarangani Province, Region XII (SOCCSKSARGEN), Philippines. Alabel consists of four districts: Alabel 1 with 9 schools, Alabel 2 with 14 schools, Alabel 3 with 8 schools, and Alabel 4 with 12 schools. This study focused on public elementary school teachers from one selected district. According to the 2020 Census, Alabel has a population of 88,294, which is approximately 15.80% of Sarangani Province's population. The study targeted 160 public school teachers with at least three years of teaching experience. Respondents were selected through cluster sampling, a widely accepted technique for obtaining representative samples in geographically distributed populations (Etikan & Bala, 2017). This technique ensures unbiased selection by randomly choosing clusters and then including either all or randomly selected participants within those clusters (Crossman, 2019). The data collection utilized a hybrid approach online (Google Forms) and printed questionnaires to ensure maximum participation and reduce mode bias (Dillman, Smyth, & Christian, 2014).

The survey instrument consisted of three sections measuring transformational leadership, empowerment, and service quality. The transformational leadership scale was adapted from the widely validated Multifactor Leadership Questionnaire (Bass & Avolio, 1994), which has demonstrated high reliability and validity in educational leadership research (Avolio & Bass, 2004). Empowerment items were adapted from Spreitzer (1995), focusing on autonomy, decision-making authority, and perceived job impact, which have been shown to mediate the effects of leadership on organizational outcomes (Spreitzer, 1995). Service quality was measured using items derived from the SERVQUAL model by Parasuraman et al. (1985, 1988), a globally recognized tool for evaluating service delivery across sectors, including education (Zeithaml et al., 1996). The questionnaire underwent expert validation and pilot testing, producing a Cronbach's alpha of .917, reflecting excellent internal consistency (George & Mallery, 2019). Ethical clearance followed the standards set by the Philippine Health Research Ethics Board (PHREB), and all procedures adhered to the Data Privacy Act of 2012. Informed consent was secured from all participants.

Data was analyzed using SPSS. Descriptive statistics, such as means and frequency counts, were computed to assess general trends in the data. Pearson Product-Moment Correlation was used to explore the relationships among variables, a method effective for identifying the strength and direction of linear associations (Field,

2013). Sobel macro by Preacher and Hayes (2008) tested the mediating effect of empowerment on the relationship between transformational leadership and service quality. This model allowed bootstrapping, a resampling technique that improves the robustness and accuracy of mediation results (Fritz & MacKinnon, 2007). Mean scores were categorized into interpretive bands ranging from 1.00 (Very Low) to 5.00 (Very High) for all three constructs. These categories facilitated a clear and consistent understanding of the extent to which school principals were perceived as transformational leaders, the level of empowerment experienced, and the quality of service delivered.

III. RESULTS AND DISCUSSION

3.1 Results of Descriptive Statistics of Study Variables

Table 1 presents the descriptive statistics of teachers' perceptions across three primary constructs: transformational leadership, service quality, and empowerment, including their respective sub-dimensions. Overall, transformational leadership was perceived at a high level ($M = 4.08$, $SD = 0.640$). All four sub-dimensions: idealized influence ($M = 4.12$, $SD = 0.623$), intellectual stimulation ($M = 4.04$, $SD = 0.657$), individualized consideration ($M = 4.05$, $SD = 0.701$), and inspirational motivation ($M = 4.10$, $SD = 0.698$) were also rated as high. This suggests that teachers generally experience leadership in their institutions as inspirational, intellectually engaging, and attentive to individual needs.

The result, indicating that transformational leadership was perceived at a high level, with all four sub-dimensions: idealized influence, intellectual stimulation, individualized consideration, and inspirational motivation also rated as high, is consistent with multiple studies highlighting similar trends in teacher perceptions. For instance, Siaw-Choon Loo and Leh (2018) found that teachers in Sarawak rated individual consideration, charisma (closely related to idealized influence), and motivation (akin to inspirational motivation) as highly present in their school leaders, reinforcing the perception of strong transformational practices. Similarly, Utami et al (2024) reported that teachers widely viewed principals as demonstrating high levels of transformational behaviors across all sub-dimensions, contributing to an inclusive and empowered school environment. Furthermore, Bajracharya (2023) confirmed that all four components of transformational leadership, particularly intellectual stimulation and individualized consideration, were rated highly by teachers in Nepalese institutions, indicating a consistent perception across diverse educational contexts.

However, not all studies entirely support uniformly high ratings across all sub-dimensions. In a study by Lei et al (2024), while intellectual stimulation and individualized consideration significantly influenced teachers' perceptions, idealized influence and inspirational motivation did not register as significantly impactful, suggesting variability in how specific components are experienced. Similarly, Schoch et al. (2021) noted that group-focused transformational leadership (e.g., shared vision or team motivation) was not always perceived as strongly as individual-focused behaviors, highlighting potential gaps in how leadership styles are practiced or received in school contexts. Thus, while the evidence strongly supports the finding that transformational leadership and its sub-dimensions are perceived at high levels by teachers, especially in terms of individualized consideration and intellectual stimulation, the variability observed in idealized influence and inspirational motivation in some contexts suggests that leadership perception is still partly shaped by cultural, institutional, and relational dynamics.

Table 1. Descriptive Levels

	SD	Mean	Descriptive Level
Transformational Leadership	.640	4.08	High
Idealized Influence	.623	4.12	High
Intellectual Stimulation	.657	4.04	High
Individualized Consideration	.701	4.05	High
Inspirational Motivation	.698	4.10	High
Service Quality	.621	4.11	High
Reliability	.644	4.20	Very High
Responsiveness	.672	4.04	High
Assurance	.631	4.13	High
Empathy	.658	4.05	High
Tangibility	.735	4.13	High
Empowerment	.675	4.22	Very High
Meaning	.665	4.20	Very High
Competence	.703	4.24	Very High
Self-determination	.730	4.18	High
Impact	.721	4.25	Very High

Service quality was also evaluated positively with an overall mean of 4.11 (SD = 0.621), indicating a high level of perceived quality. Among its five sub-dimensions, reliability was rated very high (M = 4.20, SD = 0.644), suggesting that teachers strongly view their institutions as dependable and consistent. The remaining sub-dimensions: responsiveness (M = 4.04, SD = 0.672), assurance (M = 4.13, SD = 0.631), empathy (M = 4.05, SD = 0.658), and tangibility (M = 4.13, SD = 0.735) were all rated as high, pointing to solid perceptions of service interactions, professional behavior, and physical facilities.

These results are consistent with multiple recent studies that have evaluated how teachers and students perceive these dimensions in educational environments. For example, Teoh and Satiman (2016) found that private school teachers in Malaysia reported significantly high perceptions across all five SERVQUAL dimensions, with assurance and empathy standing out as particularly strong. Similarly, De Silva (2023) validated a service quality measurement scale and reported that reliability and responsiveness consistently received the highest perception scores among higher education students. Furthermore, Bismelah (2023) confirmed that all five SERVQUAL dimensions were perceived at high levels, with tangibility and assurance noted for particularly favorable responses in Malaysian universities.

Despite these converging results, some studies challenge the notion that all dimensions are consistently rated high. Norouzinia et al. (2016) reported that students' expectations exceeded their perceptions in every SERVQUAL domain, particularly in tangibility and reliability, suggesting a perceived shortfall in physical facilities and institutional dependability. Similarly, Agyekum and Amponsah (2021) found negative perception scores in empathy and tangibility among distance education students, indicating dissatisfaction with personal support and learning infrastructure. Consequently, the high levels of perceived service quality reported in this study are well-supported by recent literature, particularly in relation to reliability, assurance, and responsiveness. However, the variability in tangibility and empathy perceptions in some contexts highlights the need for institutions to monitor and adapt service quality dimensions to diverse learner experiences and delivery modes.

Empowerment received the highest overall rating among the three constructs, with a mean of 4.22 (SD = 0.675), falling to the very high descriptive level. Teachers rated three out of four sub-dimensions: meaning (M = 4.20, SD = 0.665), competence (M = 4.24, SD = 0.703), and impact (M = 4.25, SD = 0.721) as very high, while self-determination was rated high (M = 4.18, SD = 0.730). These results indicate that principals feel their work is meaningful and impactful, and they possess a high sense of competence, although there may be slightly less perceived autonomy in decision-making as perceived by the teachers.

The result, showing that empowerment was rated very high, with particularly strong ratings for impact, competence, and meaning, and a high rating for self-determination, aligns well with recent studies that have measured teachers' perceptions of these specific empowerment dimensions. In a validation study of empowerment constructs among educators, Halim (2007) found that all four dimensions: meaning, competence, self-determination, and impact were perceived positively and significantly associated with trust in leadership, affirming their presence in the daily experiences of teachers. Similarly, Prasetya and Akrim (2024) conducted a mixed-methods study that revealed teachers felt a strong sense of influence and capability in their roles, with psychological empowerment explaining the high percentage of perceived school

effectiveness, suggesting a well-rooted sense of meaning, competence, and impact. In addition, Camargo and Rangel (2022) reported high levels of empowerment in all four domains among teachers in institutional roles, highlighting high responses for competence and impact as central to feeling aligned with organizational goals.

However, not all studies have reported consistently high perceptions across all sub-dimensions. For example, Marič et al (2017) found that self-determination and impact were perceived more positively than competence and meaning, suggesting variability in how empowerment is experienced depending on role clarity and leadership style. Similarly, Gilavand and Mehralizadeh (2021) reported moderate scores across empowerment dimensions among clinical faculty, particularly noting that meaning was the lowest rated, which they linked to structural limitations and lack of participation in decision-making.

In summary, the results indicate that teachers hold favorable perceptions of their institutional environment. Empowerment stands out as the strongest area, followed by service quality and transformational leadership. These consistently high to very high ratings suggest that the organizational climate is supportive, professional, and empowering for educators.

3.2 Relationship Between Variables

Table 2. Relationship Between Variables

Service Quality				
	r	p-value	Decision on H ₀	Interpretation
Transformational Leadership	.927	.000	Reject	Significant
Empowerment	.895	.000	Reject	Significant
Empowerment				
	r	p-value	Decision on H ₀	Interpretation
Transformational Leadership	.859	.000	Reject	Significant

Table 2 presents the results of Pearson correlation analyses examining the relationships between transformational leadership, empowerment, and service quality. The findings reveal statistically significant and strong positive correlations among all variables, as indicated by high correlation coefficients and p-values less than the significant threshold of .05. These results underscore the importance of transformational leadership in fostering both high service quality and teacher empowerment. The consistently high correlation values across these constructs suggest a mutually reinforcing relationship, where leadership practices directly enhance both the quality of institutional services and the empowerment of staff.

The relationship between transformational leadership and service quality was found to be very strong and significant ($r = .927$, $p = .000$). This suggests that as transformational leadership behaviors increase, perceptions of service quality also increase markedly. Several recent studies strongly support this result. For instance, Mahdikhani and Yazdani (2020) found a significant positive relationship between transformational leadership and service quality in organizational settings, with mediating roles of team trust and performance. Likewise, Sari et al (2020) found that transformational leadership significantly predicted higher service quality among Islamic school teachers. In the context of secondary education, Purnawan et al (2019) revealed that transformational leadership directly enhanced service quality in private schools, supporting the idea that leadership style directly influences educational service outcomes. Furthermore, Tambunan and Iskandar (2024) emphasized the critical role of adaptive transformational leadership in improving educational quality and institutional harmony, especially within higher theological education institutions.

However, the strength of this relationship may not be universally consistent across contexts. For example, Choi et al. (2016) found that while transformational leadership positively impacted organizational performance, educational service quality did not show a direct effect, but somewhat influenced outcomes indirectly through employee satisfaction. Similarly, Su et al (2019) found that although transformational leadership improved service quality in Chinese firms, its effect was significantly mediated by psychological empowerment and affective commitment, indicating that the relationship may not be as direct as the high correlation observed in this study suggests.

On the other hand, empowerment was also strongly and significantly correlated with service quality ($r = .895$, $p = .000$), suggesting that when teachers feel empowered through a sense of meaning, competence, autonomy, and impact, they are more likely to perceive the educational services in their institutions as high quality. This result is reinforced by recent literature. For instance, Ahmadi and Arief (2022) emphasized that

empowering teachers through participatory decision-making, recognition, and supportive environments directly contributes to improved school performance and service quality. Similarly, Yunus (2021) highlighted that teacher empowerment strategies, such as encouraging innovation and providing access to information, enhance both personal growth and institutional service delivery. Additionally, Gultom et al. (2018) also found that developing structured systems for teacher empowerment increased teachers' professional competencies, thereby improving the quality of educational services.

However, the relationship between empowerment and service quality may not always be straightforward. Budur et al. (2024) found that the impact of empowerment on service quality varied significantly based on the educational level of the employee, suggesting that lower-educated staff perceived less benefit from empowerment strategies. Likewise, Malek and Mishra (2016) argued that without adequate infrastructure, policy support, and consistent professional development, empowerment efforts might not yield tangible improvements in service quality, particularly in under-resourced educational contexts. Therefore, while the strong correlation between empowerment and service quality is widely supported, some studies point out that empowerment's effectiveness depends on contextual variables such as educational level, policy support, and resource availability, which may limit its perceived or actual impact on service outcomes.

The results show another strong and significant correlation between transformational leadership and empowerment ($r = .859$, $p = .000$). This finding implies that when school leaders exhibit transformational behaviors, such as inspiring vision, intellectual stimulation, and individualized consideration, teachers are more likely to feel empowered in their roles. This finding is strongly supported in literature. For instance, Tsang et al (2022) found that transformational leadership significantly predicted psychological empowerment among Chinese school teachers, particularly enhancing their sense of meaning, competence, and self-determination. Similarly, Al-Khreisha (2019) reported that transformational leadership was a key driver of teacher empowerment in Jordanian secondary schools, with teachers expressing greater autonomy and professional growth in environments led by transformational principals. Sriyanto and Hidayati (2022) also observed that empowerment was a direct outcome of transformational leadership, contributing to improved teacher performance in Indonesian schools. Additionally, Fook et al (2017) found that headmasters practicing transformational leadership significantly influenced empowerment dimensions such as decision-making, professional growth, and self-efficacy in Malaysian primary schools.

However, some studies challenge the consistency of this relationship across all contexts. For example, Adarkwah and Zeyuan (2020) found a paradox in Ghanaian basic schools where principals self-reported strong transformational behaviors, yet teacher motivation and empowerment levels remained low, suggesting a disconnect between leadership style and perceived empowerment. Similarly, Soelistya (2024) noted that while transformational leadership increased organizational commitment, its effect on teacher empowerment and performance was less direct, indicating that other mediating factors such as school culture and policy support may play a critical role. Therefore, while there is strong empirical support for the positive association between transformational leadership and teacher empowerment, evidence also highlights the importance of contextual and institutional factors that may enhance or limit the full realization of empowerment in educational settings.

3.2 Mediating Effect of Empowerment on the Relationship Between Transformational Leadership and Service Quality of School Principals

Table 3. Mediating Effect

	Step		Estimate	Std. Error	p-value	Decision on Ho	Interpretation
Transformational Leadership	→	Empowerment	0.906	0.043	.000	Reject	Significant
Empowerment	→	Service Quality	0.346	0.046	.000	Reject	Significant
Transformational Leadership	→	Service Quality	0.313	0.044	.000	Reject	Significant

Table 3 presents the results of a mediation analysis testing whether empowerment mediates the relationship between transformational leadership (independent variable) and service quality (dependent variable), following the classic mediation structure which involves three critical steps: the effect of the independent variable on the mediator (path a), the effect of the mediator on the dependent variable (path b), and the direct effect of the independent variable on the dependent variable controlling for the mediator (path c').

In the first step, transformational leadership was found to significantly predict empowerment (path a), with an estimate of 0.906 (SE = 0.043, $p = .000$), indicating that teachers who perceive higher levels of transformational leadership also report feeling more empowered in their roles. In the second step, empowerment significantly predicted service quality (path b), with an estimate of 0.346 (SE = 0.046, $p = .000$), suggesting that empowered teachers are more likely to perceive their schools as delivering higher-quality services. In the third step, transformational leadership also maintained a statistically significant direct effect on service quality (path c'), even after accounting for the mediator, with an estimate of 0.313 (SE = 0.044, $p = .000$).

The significance of all three paths provides strong statistical support for a partial mediation model. The indirect effect of transformational leadership on service quality through empowerment confirms that a portion of the influence of transformational leadership on service quality is explained by its impact on empowerment. However, because the direct path (c') remains significant even with the mediator included, the effect is not entirely mediated. This means that transformational leadership contributes to improved service quality both directly, by shaping institutional behaviors and standards, and indirectly, by fostering a sense of empowerment that further enhances teachers' perceptions of service quality.

The findings suggest that empowerment plays a meaningful, though partial, mediating role in the relationship between transformational leadership and service quality. Schools aiming to improve service quality should therefore focus not only on leadership practices but also on empowering their staff as a mechanism to reinforce positive institutional outcomes. These findings support the growing body of literature that emphasizes the psychological mechanisms through which leadership impacts institutional outcomes. Intiar (2023) found that employee empowerment significantly mediates the relationship between transformational leadership and organizational performance in Indonesia's service sector, confirming that leadership behaviors alone are insufficient without enabling teacher agency. Similarly, Su et al (2019) showed that psychological empowerment partially mediates the effect of transformational leadership on service quality across different levels in China's education sector. Amor et al (2020) also confirmed a partial mediation in their study on work engagement, underscoring that leaders foster motivation and quality outcomes by structurally empowering employees. Further, Mangundjaya (2019) demonstrated that transformational leadership enhances sustainability through empowerment, with meaning at work being the strongest empowerment indicator. In the higher education context, Ibrahim et al. (2023) reported that empowerment significantly mediated the link between leadership and creativity, supporting the idea that internal states like agency and competence are necessary conduits for leadership effectiveness.

However, several studies raise questions about the consistency and strength of empowerment as a mediating variable. For instance, Yunita and Soelton (2024) found that while transformational leadership positively affected job satisfaction, it had an insignificant direct effect on service quality, and empowerment did not significantly mediate this relationship. Similarly, Jarihi (2019) highlighted that organizational culture must align with empowerment practices in order to influence service quality outcomes meaningfully. Moreover, Raza and Yousufi (2023) showed that emotional exhaustion could weaken the mediating role of empowerment, especially when leaders fail to buffer burnout or overload. Therefore, while the partial mediating role of empowerment between transformational leadership and service quality is robustly supported, contextual factors such as culture, emotional climate, and alignment with institutional practices can significantly shape the strength and consistency of this relationship across settings.

IV. CONCLUSION

This study provides compelling evidence that empowerment plays a meaningful, though partial, mediating role in the relationship between transformational leadership and service quality among school principals in basic education. The consistently high levels of perceived transformational leadership, teacher empowerment, and service quality reflect a favorable institutional climate where leadership behaviors are both impactful and empowering. Path analysis confirmed that transformational leadership significantly enhances empowerment, which in turn positively influences teachers' perceptions of service quality. However, the persistence of a significant direct effect suggests that leadership also operates through additional mechanisms. These findings are well aligned with Conger and Kanungo's Psychological Empowerment Theory (1988), which posits that leadership behaviors can enhance employees' intrinsic motivation by increasing their sense of meaning, competence, self-determination, and impact. This theoretical perspective supports the view that transformational leadership, when practiced authentically, fosters psychological conditions necessary for empowered action, ultimately translating into improved service outcomes. At the same time, this study acknowledges that contextual variables such as organizational culture, emotional climate, and policy support may influence the strength and consistency of these effects. As such, educational leaders and policymakers

should not only invest in cultivating transformational leadership competencies among school principals but also develop institutional environments that genuinely empower teachers. Doing so will help ensure that leadership is not merely symbolic but functionally contributes to sustained improvements in the quality of basic education services, particularly in decentralized and resource-constrained settings.

V. RECOMMENDATION

Based on the findings of this study, it is strongly recommended that the Department of Education and school divisions institutionalize structured empowerment programs that work in tandem with leadership development initiatives. Training school principals in transformational leadership may be accompanied by policies and systems that enable teachers to exercise autonomy, voice their perspectives, and take ownership of school-level innovations. Empowerment should not be incidental, but strategically built into professional development plans, performance appraisals, and decision-making processes at the school level. This aligns SDG 4 (Quality Education) by promoting inclusive and equitable learning environments where teachers are not just implementers but co-creators of quality education. Furthermore, fostering transparent, empowering leadership directly supports SDG 16 (Peace, Justice, and Strong Institutions) by promoting participatory decision-making and strengthening institutional accountability. Empowered teachers are more likely to drive school transformation, model resilience, and contribute meaningfully to long-term service quality. Therefore, school systems may prioritize both the development of transformational leaders and the empowerment of educators as synergistic strategies for achieving sustainable educational excellence.

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