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## Exploring the Mediating Role of Leader-Member Exchange Between Transformational Leadership and Teachers' Performance in Public Elementary Schools

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### Abstract

**Aim:** This study determined the effect of Leader-Member Exchange mediating the relationship between Transformational Leadership and Teachers' job performance.

**Methodology:** A quantitative method via descriptive correlational research approach was employed, involving the utilization of a researcher-made questionnaire as the primary data-gathering instrument. A total of one hundred thirty (130) elementary teachers in Catanauan District 1 participated in the survey distributed through google forms, from which they had been selected through a random sampling technique.

**Results:** The study reveal that elementary teachers in the Catanauan 1 District perceive a 0.458, very high extent, of transformational leadership and report 0.461 a very great extent of positive teaching performance. Transformational leadership significantly enhances both Leader-member exchange (.659\*\*) and teaching performance (.484\*\*). Professional Respect within LMX is highly correlated with various teaching performance indicators. However, LMX does not significantly mediate the relationship between transformational leadership and teacher performance, 0.0159, which remains directly influenced by transformational leadership.

**Conclusion:** The results concluded that elementary teachers in Catanauan 1 District perceive transformational leadership very positively, correlating with high teaching performance and a supportive school environment. Transformational leadership, especially Idealized Influence and Intellectual Stimulation, strongly enhances Leader-member exchange (LMX) and teaching performance. However, LMX dimensions, including Professional Respect and Affect, do not significantly predict teacher performance, nor do they mediate the relationship between transformational leadership and teacher performance. Thus, transformational leadership directly influences teacher performance, highlighting its critical role in fostering effective educational outcomes.

**Keywords:** leader-member exchange, mediating role, teachers' performance, transformational leadership

### INTRODUCTION

A leader significantly impacts the success of an educational institution by setting its direction and fostering a positive environment. Effective leaders collaborate with stakeholders, support and evaluate teachers, and are highly visible and dedicated to the learning environment (Abenojar, 2024). Transformational leadership, characterized by enthusiasm and a focus on collective goals, plays a crucial role in improving teacher performance and student success. The Leader-Member Exchange (LMX) model, emphasizing the quality of relationships between leaders and members, also influences performance. This study explores the mediating role of LMX in the relationship between transformational leadership and teacher performance in public elementary schools in Catanauan 1 District.

Governments worldwide are focused on improving educational institutions to develop essential human capital skills. Thus, education must be fundamental (Aquino et al., 2021). Effective education relies on skilled, motivated teachers who provide comprehensive instruction. Teacher performance, influenced by the principal's leadership, is crucial for achieving educational goals (Gumilar and Munzir, 2019). Transformational leadership, characterized by inspiring and motivating teachers, significantly enhances teacher performance and educational



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quality. This study explores the relationship between transformational leadership, Leader-member exchange (LMX), and teacher performance, aiming to understand how leadership styles impact teaching effectiveness and the mechanisms through which these influences manifest in educational settings.

Leadership styles have dramatically shifted in recent decades from transactional, task-oriented approaches to transformational leadership (Abbas & Ali, 2021). Transformational leadership emphasizes leading with values, creating a safe and comfortable environment, and building relationships with employees. This style has been extensively researched for its positive impact on organizational performance (Ramsey et al., 2019).

According to Khan (2020), as he cited Bass (1994) identified four characteristics of transformational leadership: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Idealized influence involves leaders behaving admirably to earn subordinates' adoration, promote the company vision, and motivate employees. It includes behaviors like sacrificing personal interests for the group, maintaining high moral standards, and serving as a role model. Essential traits linked to idealized influence are earning employees' trust and respect, adhering to ethical norms, and avoiding using authority for personal gain (Kitur et al., 2020).

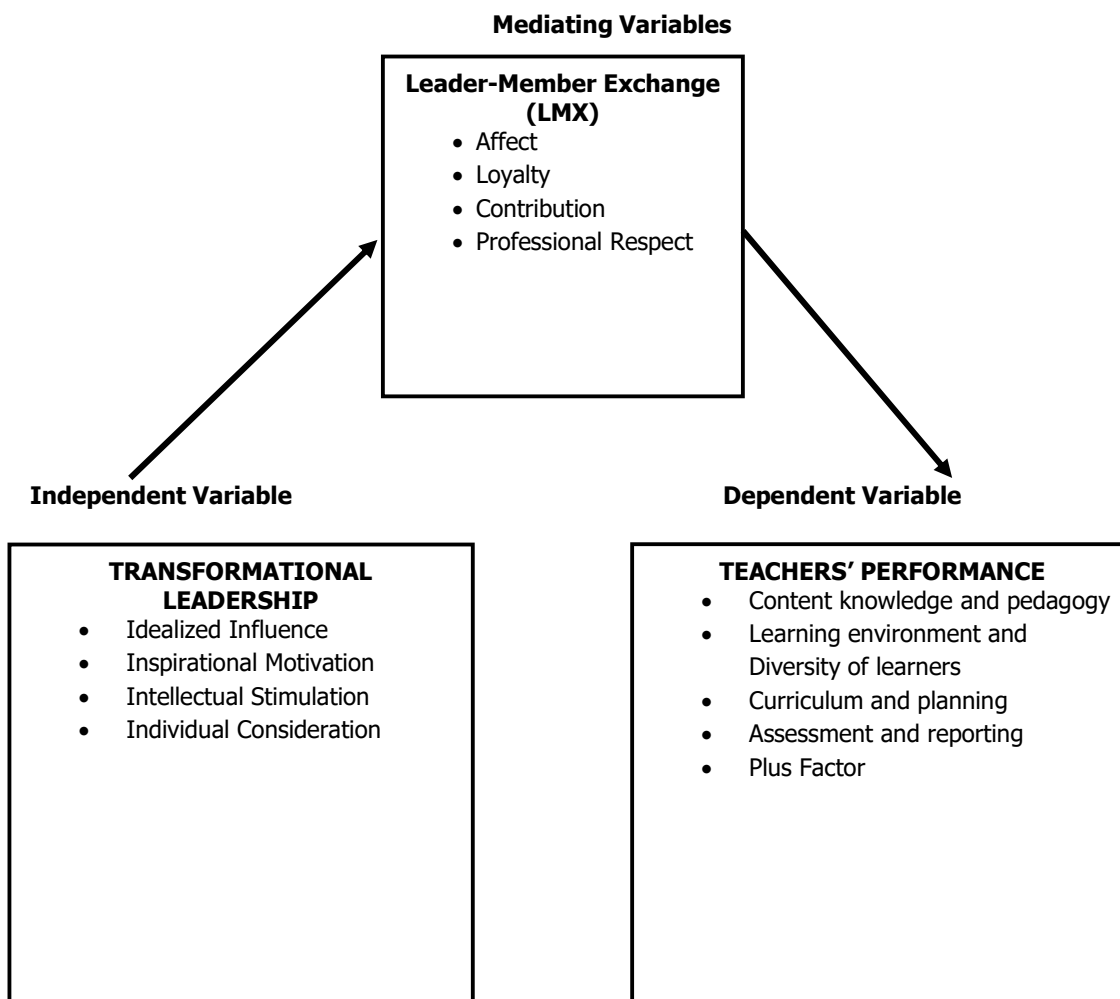


Figure 1. Research Paradigm



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## Objectives

The study aimed to determine the effect of Leader-member exchange mediating the relationship between transformational leadership and teachers' job performance among elementary teachers of Catanauan 1 District.

Specifically, it sought to answer the following questions:

1. To what extent do respondents perceive the transformational leadership dimension in terms of:
  - 1.1 Idealized influence;
  - 1.2 Inspirational motivation;
  - 1.3 Intellectual stimulation; and
  - 1.4 Individual consideration?
2. How do teacher-respondents describe their teaching performance with regards to:
  - 2.1 Content knowledge and pedagogy;
  - 2.2 Learning environment and Diversity of learners;
  - 2.3 Curriculum and Planning;
  - 2.4 Assessment and reporting; and
  - 2.5 Plus Factor?
3. To what extent that the respondents perceive the manifestation of Leader-member exchange as to:
  - 3.1 affect;
  - 3.2 loyalty;
  - 3.3 contribution; and
  - 3.4 professional respect?
4. Is there a significant relationship between transformational leadership and and the Leader-member exchange?
5. Is there a significant relationship between the Leader-member exchange and the teachers' performance?
6. Is there a significant relationship between transformation leadership and teachers' performance?
7. Does Leader-member exchange significantly mediate the relationship between transformational leadership and teachers' performance?

## Hypothesis

Given the stated research problem, the following hypotheses were tested on 0.05 level of significance:

Hypothesis 1: There is no significant relationship between transformational leadership and Leader-member exchange.

Hypothesis 2: There is no significant relationship between Leader-member exchange and teachers' performance.

Hypothesis 3: There is no significant relationship between transformational leadership and teachers' performance.

Hypothesis 4: Leader-member exchange does not mediate the relationship between transformational leadership and teachers' performance.

## METHODS

### Research Design

This descriptive-correlational research explored the relationships between transformational leadership, Leader-member exchange (LMX), and teachers' performance, focusing on LMX's mediating role. The study involved 130 randomly selected teachers from Catanauan 1 District Schools, including Teachers I-III and Master Teachers I-III. The sample size was determined using the Slovin formula, and data were collected using an adapted and modified questionnaire.

### Population and Sampling

The study included 130 public elementary school teachers (Teachers I-III and Master Teachers I-III) from Catanauan 1 District, each with at least 5 years of teaching experience. Data were collected from 13 elementary schools: Ajos, Anusan, Camandiison, Catanauan Central, Don Abadilla, Doongan Ibaba, Milagrosa, Peregrino C.




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Natividad, San Jose Anyao, San Pablo Suha, San Roque, Tagbacan Ibaba, and Tagbacan Silangan Elementary Schools.

### Instrument

The researchers used a modified survey questionnaire to investigate the mediating role of Leader-member exchange between transformational leadership and teachers' performance in public elementary schools. The questionnaire underwent to content and face validation by experts for content accuracy and was revised based on their feedback before finalizing it for administration. All the questionnaires were undertaken with reliability test with the result of acceptable to excellent.

### Data Collection

The data was collected, examined, and analyzed in accordance with the study's objectives and research protocols.

### Treatment of Data

Various statistical tools such as frequency count, mean, percentage, and standard deviation were used to analyze responses on transformational leadership and teaching performance perception. These same methods were applied to assess perceptions of Leader-member exchange in public elementary schools in Catanauan 1 District. For inferential analysis, Pearson Product-Moment Correlation (Pearson  $r$ ) was used to explore the mediating role of Leader-member exchange between transformational leadership and teachers' job performance, testing for significance at a 5% level.

### Ethical Considerations

The researchers diligently adhered to all ethical research protocols to safeguard the well-being and interests of all individuals and organizations involved in the study.

## RESULTS and DISCUSSION

### Extent of Transformational Leadership Dimension

Table 1. Perceived Extent of Transformational Leadership Dimension

Indicators	Mean	VI
1. Idealized Influence	4.33	Very Great Extent
2. Inspirational Motivation	4.34	Very Great Extent
3. Intellectual Stimulation	4.27	Very Great Extent
4. Individual Consideration	4.36	Very Great Extent
Overall	<b>4.32</b>	<b>Very Great Extent</b>

Legend: 1.00-1.80 Not At All, 1.81-2.60 Some Extent, 2.61-3.40 Moderate Extent, 3.41-4.20 Great Extent, 4.21-5.00 Very Great Extent

Table 1 presents the perceived extent of transformational leadership dimensions among teachers. The overall mean score of 4.32 indicates that teachers perceive transformational leadership to a "Very Great Extent." Specifically, individual consideration received the highest rating (mean = 4.36), followed closely by inspirational motivation (mean = 4.34), idealized influence (mean = 4.33), and intellectual stimulation (mean = 4.27). The high scores across all dimensions suggest that transformational leadership practices are highly evident and impactful in the educational environment.

The strong presence of transformational leadership, as indicated by the high scores in all dimensions, suggests that teachers are highly motivated and satisfied with their leaders. This environment fosters a positive and supportive school culture, which can enhance teacher performance. The findings support the study's focus on the mediating role of Leader-Member Exchange (LMX) by highlighting how effective transformational leadership can improve teacher-leader relationships. According to Long et al., (2014), effective transformational leadership improves teacher-leader relationships, characterized by trust and respect, which contribute to better communication, collaboration, and overall job performance. Leaders achieve this by inspiring a shared vision, engaging with challenges, encouraging and enabling others to act, and acting as role models with full commitment to organizational


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objectives. This approach gains trust from organizational members and supports the study's focus on the mediating role of Leader-Member Exchange (LMX).

### Teachers' Teaching Performance

Table 2. Teachers' Teaching Performance

Indicators	Mean	VI
1. Content Knowledge and Pedagogy	4.45	Very Great Extent
2. Learning Environment and Diversity of Learners	4.53	Very Great Extent
3. Curriculum and Planning	4.47	Very Great Extent
4. Assessment and Reporting	4.50	Very Great Extent
5. Plus Factor	4.50	Very Great Extent
Overall	<b>4.49</b>	Very Great Extent

Legend: 1.00-1.80 Not At All, 1.81-2.60 Some Extent, 2.61-3.40 Moderate Extent, 3.41-4.20 Great Extent, 4.21-5.00 Very Great Extent

Table 2 summarizes the respondents' teaching performance, showing consistently high ratings across all indicators. "Learning Environment and Diversity of Learners" achieved the highest mean score of 4.53 (SD = 0.482), indicating that teachers excel greatly in managing diverse classroom environments. "Content Knowledge and Pedagogy" scored 4.45 (SD = 0.479), "Curriculum and Planning" 4.47 (SD = 0.532), and both "Assessment and Reporting" and "Plus Factor" 4.50, each with standard deviations of 0.481 and 0.531, respectively. The overall mean of 4.49 (SD = 0.461) reflects a "Very Great Extent" of teaching performance, signifying that teachers are highly effective in their roles across various performance metrics.

The results indicate significant implications for teaching performance and overall educational quality. The high ratings across all indicators suggest strong command over subject matter and methodologies, reflecting well on the institution's ability to maintain high teaching standards. This result was align in the study of Arifin (2015), teacher who have driven by continuous professional development and skill upgrades, make the teachers more effective and improves in educational outcomes. This process ensures teachers stay proficient, reinforcing the institution's commitment to excellence in education.

Effective classroom management, especially in diverse settings, highlights an inclusive approach catering to various learning needs. The scores in "Curriculum and Planning," "Assessment and Reporting," and "Plus Factor" demonstrate comprehensive competence, ensuring a holistic educational experience. High-quality education hinges on well-planned curriculum that aligns with learning goals, ensuring efficient knowledge acquisition. Assessment provides vital feedback to gauge student progress and tailor support. The "plus factor", enhances student satisfaction and holistic development. This performance implies effective professional development and training programs, emphasizing the importance of continuous learning for teachers (Wolff et al., 2017).

### Extent of Manifestation of Leader-Member Exchange

Table 3. Perceived Extent of Manifestation of Leader-Member Exchange

Indicators	Mn	VI
1. Affect	4.24	Very Great Extent
2. Loyalty	4.01	Great Extent
3. Contribution	4.16	Great Extent
4. Professional Respect	4.38	Very Great Extent
Overall	<b>4.20</b>	<b>Great Extent</b>

Legend: 1.00-1.80 Not At All, 1.81-2.60 Some Extent, 2.61-3.40 Moderate Extent, 3.41-4.20 Great Extent, 4.21-5.00 Very Great Extent

Table 3 provides insights into the perceptions of elementary teachers in Catanauan District 1 regarding the manifestation of Leader-Member Exchange (LMX) across four key indicators: Affect, Loyalty, Contribution, and Professional Respect. Notably, Professional Respect emerges as the highest-rated indicator, with a mean score of 4.38 and a standard deviation of 0.565, classified as "Very Great Extent." This suggests that teachers perceive a strong sense of professional respect from their leaders, indicative of a positive and respectful working relationship. Following closely, Affect receives a mean score of 4.24 with a standard deviation of 0.571, also categorized as "Very



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Great Extent," indicating a strong emotional connection or positive feelings towards their leaders. Additionally, Contribution is perceived as "Great Extent" with a mean score of 4.16 and a standard deviation of 0.551, signifying teachers' recognition of their value and contributions within the school community. However, Loyalty receives the lowest mean score of 4.01 with a standard deviation of 0.585, categorized as "Great Extent," suggesting that while teachers generally demonstrate loyalty to their leaders, there may be opportunities for improvement or variability in their allegiance. Overall, the overall mean of 4.20 with a standard deviation of 0.459 reinforces the perception of Leader-Member Exchange as "Great Extent," indicating a generally positive and satisfactory level of LMX within the school environment. These findings highlights the importance of fostering professional respect, emotional connection, and a sense of contribution to strengthen the relationship between leaders and teachers in promoting job performance and overall school effectiveness.

The critical role of Leader-Member Exchange (LMX) in organizational effectiveness was the leaders who cultivate high-quality LMX relationships with their team members tend to provide greater support, resources, and opportunities. This fosters increased job satisfaction and motivation among employees, which in turn enhances overall organizational performance (Lee et al., 2019). Recognizing the importance of building strong relationships, leaders can influence employee attitudes and behaviors positively. Organizations benefit by promoting practices that enhance LMX, such as leadership development programs and cultivating a culture that prioritizes interpersonal relationships and mutual respect. These efforts lead to a more cohesive and productive workforce, contributing significantly to organizational success and sustainability (Nahrgang & Seo, 2015).

Table 4. Test of Relationship between Transformational Leadership and the Leader-Member Exchange

Transformational Leadership	Leader-Member Exchange				
	Affect	Loyal	Contribution	Professional Respect	Leader-Member Exchange
Intellectual Stimulation	.374**	.304**	.417**	.626**	.531**
Individual Consideration	.433**	.373**	.434**	.717**	.604**
Inspirational Motivation	.454**	.373**	.413**	.702**	.599**
Idealized Influence	.570**	.453**	.536**	.751**	.713**
<b>Overall Transformational Leadership</b>	<b>.494**</b>	<b>.405**</b>	<b>.484**</b>	<b>.751**</b>	<b>.659**</b>

**\*\*.** Correlation is significant at the 0.01 level (2-tailed).

*R values for interpretation (0.00-0.199 – Very Weak 0.20-0.399 Weak 0.40-0.599 Moderate 0.60-0.799- Strong 0.80-1.00 Very strong)*

Table 4 presents significant correlations between transformational leadership dimensions and Leader-member exchange (LMX) aspects.

Transformational leadership dimensions—Intellectual Stimulation, Individual Consideration, Inspirational Motivation, and Idealized Influence—are all positively correlated with LMX dimensions: Affect, Contribution, and Professional Respect. Intellectual Stimulation shows moderate correlations with Affect ( $R = .374$ ), Loyalty ( $R = .304$ ), Contribution ( $R = .417$ ), and Professional Respect ( $R = .626$ ), and a strong overall relationship with Leader-Member Exchange ( $R = .531$ ). Individual Consideration demonstrates moderate correlations with Affect ( $R = .433$ ), Loyalty ( $R = .373$ ), Contribution ( $R = .434$ ), and a strong correlation with Professional Respect ( $R = .717$ ), and an overall strong relationship with Leader-Member Exchange ( $R = .604$ ). Inspirational Motivation exhibits moderate correlations with Affect ( $R = .454$ ), Loyalty ( $R = .373$ ), Contribution ( $R = .413$ ), and a strong correlation with Professional Respect ( $R = .702$ ), resulting in a strong overall relationship with Leader-Member Exchange ( $R = .599$ ). Idealized Influence shows strong correlations across all dimensions: Affect ( $R = .570$ ), Loyalty ( $R = .453$ ), Contribution ( $R = .536$ ), and Professional Respect ( $R = .751$ ), leading to a very strong overall relationship with Leader-Member Exchange ( $R = .713$ ). Overall Transformational Leadership indicates moderate to strong correlations with all aspects of LMX: Affect ( $R = .494$ ), Loyalty ( $R = .405$ ), Contribution ( $R = .484$ ), and a very strong correlation with Professional Respect ( $R = .751$ ), culminating in a strong overall relationship with Leader-Member Exchange ( $R = .659$ ). The data underscores the importance of transformational leadership in developing strong, high-quality relationships between leaders and members. Idealized Influence appears to be the most influential dimension, suggesting that leaders who act as role models have the greatest impact on Leader-member exchanges. This insight





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can guide leadership development programs and interventions aimed at improving organizational performance through enhanced leader-member relationships.

Implications of these findings are profound for organizational leadership and management practices. Leaders should prioritize developing transformational leadership skills as they directly influence the strength and positivity of LMX. By doing so, leaders can expect to see improvements in employee affective commitment, loyalty, willingness to contribute beyond expectations, and mutual professional respect (Kaluza et al., 2021). Organizations can benefit by investing in leadership development programs that emphasize transformational leadership competencies. Such initiatives not only empower current leaders but also nurture future leaders who can sustain and amplify positive relationships with their teams (Akdere & Egan, 2020).

Table 5. Test of Significant relationship between the Leader-member exchange and teacher performance

Leader-Member Exchange	Teaching Performance					
	Content Knowledge and Pedagogy	Learning Environment and Diversity of Learners	Curriculum and Planning	Assessment and Reporting	Plus Factor	Teacher Performance
Affect	.357**	.389**	.463**	.396**	.345**	.425**
Loyalty	.202*	.201*	.258**	.227**	0.100	.214*
Contribution	.486**	.363**	.376**	.351**	.339**	.416**
Professional Respect	.517**	.525**	.527**	.471**	.340**	.516**
Overall Leader-Member Exchange	.480**	.455**	.501**	.446**	.345**	.484**

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

*R values for interpretation (0.00-0.199 – Very Weak 0.20-0.399 Weak 0.40-0.599 Moderate 0.60-0.799- Strong 0.80-1.00 Very strong)*

Table 5 presents the significant correlations between Leader-member exchange (LMX) dimensions and various aspects of teacher performance. The dimensions of LMX—Affect, Loyalty, Contribution, and Professional Respect—are all positively correlated with teacher performance indicators, which include Content Knowledge and Pedagogy, Learning Environment and Diversity of Learners, Curriculum and Planning, Assessment and Reporting, Plus Factor, and Overall Teacher Performance. Affect shows moderate correlations with Content Knowledge and Pedagogy ( $R = .357^{**}$ ), Learning Environment and Diversity of Learners ( $R = .389^{**}$ ), Curriculum and Planning ( $R = .463^{**}$ ), Assessment and Reporting ( $R = .396^{**}$ ), Plus Factor ( $R = .345^{**}$ ), and Overall Teacher Performance ( $R = .425^{**}$ ). Loyalty exhibits generally weak correlations with Content Knowledge and Pedagogy ( $R = .202^{*}$ ), Learning Environment and Diversity of Learners ( $R = .201^{*}$ ), Curriculum and Planning ( $R = .258^{**}$ ), Assessment and Reporting ( $R = .227^{**}$ ), and Overall Teacher Performance ( $R = .214^{*}$ ), and a very weak, non-significant correlation with Plus Factor ( $R = .100$ ). Contribution demonstrates moderate correlations with Content Knowledge and Pedagogy ( $R = .486^{**}$ ), Learning Environment and Diversity of Learners ( $R = .363^{**}$ ), Curriculum and Planning ( $R = .376^{**}$ ), Assessment and Reporting ( $R = .351^{**}$ ), Plus Factor ( $R = .339^{**}$ ), and Overall Teacher Performance ( $R = .416^{**}$ ). Professional Respect consistently shows moderate correlations with Content Knowledge and Pedagogy ( $R = .517^{**}$ ), Learning Environment and Diversity of Learners ( $R = .525^{**}$ ), Curriculum and Planning ( $R = .527^{**}$ ), Assessment and Reporting ( $R = .471^{**}$ ), Plus Factor ( $R = .340^{**}$ ), and Overall Teacher Performance ( $R = .516^{**}$ ). Overall LMX indicates moderate correlations with Content Knowledge and Pedagogy ( $R = .480^{**}$ ), Learning Environment and Diversity of Learners ( $R = .455^{**}$ ), Curriculum and Planning ( $R = .501^{**}$ ), Assessment and Reporting ( $R = .446^{**}$ ), Plus Factor ( $R = .345^{**}$ ), and Overall Teacher Performance ( $R = .484^{**}$ ). These findings underscore that strong Leader-member relationships, characterized by professional respect, contributions, and affects, are crucial for enhancing various aspects of teacher performance.

Leader-Member Exchange (LMX) shapes teaching performance through key dimensions like affect, loyalty, contribution, and professional respect. A positive affective relationship fosters trust and motivation, driving teachers to enhance content knowledge, refine pedagogical practices, and create supportive learning environments. Loyalty inspires commitment to organizational goals, leading to diligent curriculum planning, effective classroom


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management, and tailored student support (Purwanto, 2020). Contribution recognition motivates teachers to innovate and improve, fostering a culture of continuous development and reflective teaching practices. Professional respect cultivates a positive school climate where collaboration flourishes, enabling teachers to share expertise and collectively enhance student learning outcomes (Tuli, 2017).

Table 6. Test of relationship of transformational leadership with teachers' performance

Transformational Leadership	Teaching Performance					
	Content Knowledge and Pedagogy	Learning Environment and Diversity of Learners	Curriculum and Planning	Assessment and Reporting	Plus Factor	Teaching Performance
Intellectual Stimulation	.675**	.679**	.693**	.670**	.581**	.717**
Individual Consideration	.617**	.658**	.599**	.628**	.519**	.655**
Inspirational Motivation	.666**	.663**	.679**	.613**	.548**	.689**
Idealized Influence	.576**	.569**	.626**	.581**	.459**	.611**
<b>Overall Transformational Leadership</b>	<b>.677**</b>	<b>.686**</b>	<b>.695**</b>	<b>.665**</b>	<b>.562**</b>	<b>.713**</b>

\*\*. Correlation is significant at the 0.01 level (2-tailed).

R values for interpretation (0.00-0.199 – Very Weak 0.20-0.399 Weak 0.40-0.599 Moderate 0.60-0.799- Strong 0.80-1.00 Very strong)

The table 6 presented the correlations with teaching performance are as follows: Content Knowledge and Pedagogy ( $R = 0.675^{**}$ ), Learning Environment and Diversity of Learners ( $R = 0.679^{**}$ ), Curriculum and Planning ( $R = 0.693^{**}$ ), Assessment and Reporting ( $R = 0.670^{**}$ ), Plus Factor ( $R = 0.581^{**}$ ), and Overall Teaching Performance ( $R = 0.717^{**}$ ). Moreover, Individual Consideration and Inspirational Motivation also exhibit strong positive correlations with teaching performance except plus factor. The correlations for Individual Consideration are: Content Knowledge and Pedagogy ( $R = 0.617^{**}$ ), Learning Environment and Diversity of Learners ( $R = 0.658^{**}$ ), Curriculum and Planning ( $R = 0.599^{**}$ ), Assessment and Reporting ( $R = 0.628^{**}$ ), Plus Factor ( $R = 0.519^{**}$ ), and Overall Teaching Performance ( $R = 0.655^{**}$ ). For Inspirational Motivation, the correlations are: Content Knowledge and Pedagogy ( $R = 0.666^{**}$ ), Learning Environment and Diversity of Learners ( $R = 0.663^{**}$ ), Curriculum and Planning ( $R = 0.679^{**}$ ), Assessment and Reporting ( $R = 0.613^{**}$ ), Plus Factor ( $R = 0.548^{**}$ ), and Overall Teaching Performance ( $R = 0.689^{**}$ ). Furthermore, Idealized Influence demonstrates moderate to strong positive correlations with teaching performance across different aspects. The correlations are: Content Knowledge and Pedagogy ( $R = 0.576^{**}$ ), Learning Environment and Diversity of Learners ( $R = 0.569^{**}$ ), Curriculum and Planning ( $R = 0.626^{**}$ ), Assessment and Reporting ( $R = 0.581^{**}$ ), Plus Factor ( $R = 0.459^{**}$ ), and Overall Teaching Performance ( $R = 0.611^{**}$ ). Overall Transformational Leadership, encompassing all dimensions, shows strong positive correlations with teaching performance. The correlations are: Content Knowledge and Pedagogy ( $R = 0.677^{**}$ ), Learning Environment and Diversity of Learners ( $R = 0.686^{**}$ ), Curriculum and Planning ( $R = 0.695^{**}$ ), Assessment and Reporting ( $R = 0.665^{**}$ ), Plus Factor ( $R = 0.562^{**}$ ), and Overall Teaching Performance ( $R = 0.713^{**}$ ). These correlation coefficients collectively demonstrate the robust and positive association between transformational leadership dimensions and teacher performance across various domains, underscoring the importance of effective leadership in enhancing educational outcomes.

According to Anderson (2017), educational leaders should prioritize developing and practicing transformational leadership behaviors as they directly influence the quality of teaching and learning outcomes. By promoting an environment where intellectual stimulation, individual consideration, inspirational motivation, and idealized influence are prevalent, school leaders can cultivate a culture of continuous improvement and professional growth among teachers (Poekert, 2016).

Table 7. Mediation Analysis of Leader-member exchange between transformational leadership and teachers' performance





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Model: 4							
Y=Teacher Performance, X=Transformational Leadership, M=Leader-Member Exchange							
Sample Size=130							
Outcome Variable: Leader-Member Exchange							
Model Summary							
	R	R-square	MSE	F	df1	df2	p
	0.659	0.4343	0.1202	98.2831	1.0000	128.0000	0.0000
Model							
	coeff.	se	t	p	LLCI	ULCI	
Constant	1.3383	.2899	4.6158	0.0000	0.7646	1.9120	
Transformational Leadership	0.6611	0.0667	9.9138	0.0000	0.5292	0.7931	
Standardized Coefficients							
	coeff.						
Transformational Leadership	0.6590						
Outcome Variable: Teacher Performance							
Model Summary							
	R	R-square	MSE	F	df1	df2	p
	0.7135	0.5090	0.1059	65.8341	2.0000	127.0000	0.0000
Model							
	coeff.	se	t	p	LLCI	ULCI	
Constant	1.3538	0.2939	4.6062	0.0000	0.7722	1.9354	
Transformational Leadership	0.7021	0.0832	8.4369	0.0000	0.5375	0.8668	
Leader-Member Exchange	0.0240	0.0830	0.2891	0.7730	-0.1402	0.1881	
Standardized Coefficients							
	coeff						
Transformational Leadership	0.6975						
Leader-Member Exchange	0.0239						
TOTAL, DIRECT, and INDIRECT EFFECTS of X on Y							
Total effect of X on Y							
Effect	se	t	p	LLCI	ULCI	C_CS	
0.7180	0.0624	11.5123	0.0000	0.5946	0.8414	0.7132	
Direct effect of X on Y							
Effect	se	t	p	LLCI	ULCI	C_CS	
0.7021	0.0832	8.4369	0.0000	0.5375	0.8668	0.6975	
Indirect effect(s) of X on Y:							
	Effect	BootSE	BootLLCI	BootTULCI			
Leader-Member Exchange	0.0159	0.0620	-0.1166	0.1281			
Completely standardized indirect effect(s) of X on Y							
	Effect	BootSE	BootLLCI	BootTULCI			
Leader-Member Exchange	0.0157	0.0616	-0.1170	0.1282			
ANALYSIS NOTES and ERRORS							



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Level of confidence for all confidence interval in output: 95.0000

The table 7 presents the results of a mediation analysis examining the role of Leader-member exchange (LMX) in mediating the relationship between transformational leadership (X) and teachers' performance (Y). The analysis includes two models: one assessing the outcome variable LMX and the other assessing the outcome variable Teacher Performance. For the model predicting LMX, transformational leadership significantly predicts LMX ( $B = 0.6611$ ,  $p < 0.001$ ), with an R-square of 0.4343. This suggests that transformational leadership explains 43.43% of the variance in LMX. Additionally, the standardized coefficient for transformational leadership is 0.659, indicating a strong positive relationship. In the model predicting Teacher Performance, both transformational leadership ( $B = 0.7021$ ,  $p < 0.001$ ) and LMX ( $B = 0.0240$ ,  $p = 0.773$ ) are included as predictors. Transformational leadership significantly predicts Teacher Performance, with an R-square of 0.5090. The standardized coefficient for transformational leadership is 0.6975, indicating a strong positive relationship. However, the standardized coefficient for LMX is very small (0.0239) and non-significant, suggesting that LMX does not significantly predict Teacher Performance in this model. The total effect of transformational leadership on Teacher Performance is 0.7180, indicating a strong positive relationship. The direct effect of transformational leadership on Teacher Performance is 0.7021, confirming the strong positive relationship found in the regression analysis. The indirect effect of transformational leadership on Teacher Performance through LMX is 0.0159, with a lower limit of the confidence interval (LLCI) being -0.1166. However, the confidence intervals indicate that this effect is not statistically significant. Moreover, the completely standardized indirect effect of transformational leadership on Teacher Performance through LMX is 0.0157, with a lower limit of the confidence interval (LLCI) being -0.1170. However, the confidence intervals also indicate that this effect is not statistically significant. Overall, the results suggest that transformational leadership has a significant direct effect on Teacher Performance, but the role of LMX as a mediator in this relationship reveals no significance.

The results of the mediation analysis presented in Table 7 suggest that while transformational leadership significantly predicts both Leader-member exchange (LMX) and teachers' performance, the role of LMX as a mediator in the relationship between transformational leadership and teachers' performance is not statistically significant. This finding aligns with prior literature indicating the importance of transformational leadership in enhancing teacher performance. For instance, Hardianto and Sari (2021) and Gürlér and Simsek (2019) emphasize the positive impact of transformational leadership on employee behavior, including performance outcomes. Similarly, Lucas et al. (2015) underscore the critical role of transformational leadership in optimizing school objective achievement. However, the lack of significant mediation by LMX contrasts with the findings of Assefa et al. (2024), who highlight the role of LMX in promoting engaged employee voice and organizational justice, which can positively influence performance outcomes. Despite this contrast, the results emphasize the direct influence of transformational leadership on teacher performance, suggesting that while LMX may not mediate this relationship, other factors or mechanisms may contribute to the positive effects of transformational leadership on performance.

### Summary, Conclusions, and Recommendations

This research investigates how Leader-Member Exchange mediates the relationship between Transformational Leadership and Teachers' job performance among elementary teachers in Catanauan 1 District, Quezon. It assesses perceived dimensions of transformational leadership (idealized influence, inspirational motivation, intellectual stimulation, individual consideration) and teachers' performance in content knowledge, pedagogy, learning environment, diversity of learners, curriculum planning, assessment, and additional factors. The study also examines perceptions of Leader-member exchange in terms of affect, loyalty, contribution, and professional respect. Using a quantitative descriptive correlational approach with a researcher-made questionnaire, 130 elementary teachers participated via Google Forms, selected randomly.

The study reveals that elementary teachers in Catanauan 1 District perceive transformational leadership to a very great extent across dimensions such as Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individual Consideration, with mean scores ranging from 4.27 to 4.35. These ratings indicate an exceptionally positive perception of leadership within the district, fostering a supportive environment conducive to professional growth and development. Teachers' self-reported teaching performance in areas including Content Knowledge and Pedagogy, Learning Environment and Diversity of Learners, Curriculum and Planning, Assessment and Reporting, and Plus Factor, received high mean scores ranging from 4.45 to 4.53, with an overall weighted mean of 4.49. These scores reflect a very high level of confidence and effectiveness among teachers in Catanauan 1 District, highlighting their dedication and commitment to enhancing student learning outcomes.



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Moreover, the study indicates a generally positive perception of Leader-Member Exchange (LMX) among teachers in the district. Dimensions such as Affect and Professional Respect were rated at a "Very Great Extent," while Loyalty and Contribution were perceived at a "Great Extent," with an overall weighted mean of 4.20. This suggests a healthy and supportive relationship between teachers and their leaders, contributing to a collaborative and conducive school environment. Significant correlations were found between dimensions of transformational leadership and aspects of LMX. Idealized Influence demonstrated the strongest correlations across all dimensions of LMX, indicating its pivotal role in shaping positive Leader-member relationships ( $R = .713$ ). These findings refute the hypothesis of no significant relationship between transformational leadership and LMX, underscoring the influential role of leadership behavior in fostering productive exchanges within the school setting.

Furthermore, despite moderate correlations between Professional Respect and various performance indicators, regression analysis revealed that none of the LMX dimensions significantly predict teacher performance. This supports the hypothesis that LMX does not play a mediating role in the relationship between transformational leadership and teachers' performance, as indicated by non-significant indirect effects. Thus, while LMX positively influences organizational dynamics, its direct impact on teacher performance appears limited within this context. Intellectual Stimulation emerged as the dimension with the highest correlations across all aspects of teaching performance ( $R = 0.717$ ), reaffirming the significant positive relationship between transformational leadership and teacher effectiveness. Overall, transformational leadership exhibited strong positive correlations with teaching performance across multiple domains, reinforcing its critical role in enhancing educational outcomes. Transformational leadership significantly predicted both LMX ( $B = 0.6611$ ,  $p < 0.001$ ) and teacher performance ( $B = 0.7021$ ,  $p < 0.001$ ) with strong positive relationships. However, LMX did not significantly predict teacher performance ( $B = 0.0240$ ,  $p = 0.773$ ), indicating that while transformational leadership directly influences teacher effectiveness, LMX does not mediate this relationship. These findings support the hypothesis that LMX does not act as a mediator between transformational leadership and teacher performance, highlighting the direct impact of leadership behaviors on educational outcomes.

Additionally, the study concluded the overwhelmingly positive perception of transformational leadership among elementary teachers in Catanauan 1 District, emphasizing its pivotal role in shaping a supportive and effective teaching environment. Teachers in the district demonstrate high levels of teaching performance across various domains, indicating a strong commitment to professional excellence and student success. Leader-Member Exchange within the school environment is generally positive, fostering constructive relationships between teachers and their leaders, albeit with varying levels of intensity across dimensions.

Lastly, the significant correlations between transformational leadership dimensions and LMX highlight the importance of leadership behaviors, particularly Idealized Influence, in enhancing interpersonal dynamics and organizational effectiveness. While LMX dimensions show moderate correlations with teacher performance, they do not significantly predict performance, suggesting that other factors may play a more direct role in influencing teaching effectiveness. Intellectual Stimulation emerges as a critical dimension of transformational leadership, consistently correlating strongly with various aspects of teacher performance, reinforcing the importance of innovative leadership practices in educational settings.

Based on the study's conclusions, several key recommendations emerge for enhancing educational leadership and teacher effectiveness in the Catanauan 1 District. First, teachers should be encouraged to maintain and further develop their leadership skills within a positive school atmosphere, continually improving their teaching practices and overall educational quality. For example, teachers can lead professional development workshops, mentor new educators, and participate in school committees. School principals and heads should leverage this positive perception of transformational leadership by promoting ongoing leadership development and fostering a culture of open communication and collaborative decision-making. They can implement regular feedback sessions, create opportunities for shared leadership roles, and support innovative teaching practices. Stakeholders should support initiatives aimed at bolstering leadership capacity among educators and creating an environment conducive to professional growth and collaboration, such as funding leadership training programs and facilitating peer-learning networks. Future research should explore additional factors influencing leadership effectiveness and teacher outcomes through longitudinal and qualitative studies. Finally, students are encouraged to recognize and engage with their teachers' efforts in fostering academic growth and educational success, thereby maximizing their learning experience and achieving their full potential. These recommendations aim to foster a supportive educational environment that enhances teaching quality and student achievement in the district.





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