

Transformational and Transactional

Behaviors as Predictors of Quality

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Abstract: This study determined the leadership behaviors that predict quality education as perceived by teachers in elementary Southern Asia with at least three years of teaching experience. Quality education utilized the dimensions: strategic planning, customer focus, measurement, analysis and knowledge management, workforce focus, operation focus, and results. The investigation used correlation design utilizing a random sample of 395 respondents. The respondents answered the validated survey questionnaire generate the findings of this study. The descriptive results revealed that the prevalent leadership behavior used by the principals was transformational and transactional. The respondents perceived that high quality education was also observed in their institution. Moreover, the study found that the dimensions of leadership behavior: inspirational motivation, contingent reward, intellectual stimulation, idealized influence, individualized consideration, and management-by-exemption were significant predictors of quality education. The study proffered a number of recommendations to maintain and improve the quality of education among Adventist Institutions in the Southern Asia pacific region.

Keywords: Transformational, transactional, quality education