

Transformational Leadership of School Administrators: Top Qualities to Posses

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Abstract — This study explores the critical role that transformational leadership plays in the field of education, concentrating on the attributes that successful leaders of schools need to have in order to motivate positive change. The study investigates the relevance of transformational leadership in the setting of educational institutions as well as its theoretical underpinnings. Using a mixed-methods approach, the study examines the perceived influence of transformational leadership traits in-depth by combining quantitative surveys and qualitative interviews with school administrators. Visionary leadership, motivating inspiration, intellectual stimulation, and personalized attention are among the important attributes that were looked into. By means of comprehensive interviews and questionnaires, the study aims to ascertain the most esteemed and impactful attributes, providing insight into the pragmatic elements of executing transformative leadership in educational environments. The results seek to add to the body of information already available on educational leadership by offering perspectives that help guide leadership development initiatives and strategies.

The study looks at the obstacles and difficulties that school administrators could encounter when trying to develop transformative leadership skills. The study intends to provide useful advice for developing a leadership culture that supports creativity, cooperation, and ongoing progress in educational institutions by addressing these issues. This study adds to our knowledge of transformative leadership within the particular setting of school administration and provides insightful information that will benefit scholars, policymakers, and educators alike. The intention is to improve teacher satisfaction, school culture, and student performance by increasing the efficacy of educational leadership.

Keywords — *Transformational Leadership, School Administrators, Leaders, Qualities*

I. Introduction

Effective leadership is acknowledged as essential to attaining favorable results at the institutional level in the ever-changing field of education. Transformational leadership has emerged as a prominent and influential strategy in school administration, among several leadership paradigms. For school administrators to successfully traverse the complex obstacles of modern educational environments, this research aims to critically examine the attributes linked with transformational leadership. The field of education is experiencing swift and significant

transformations, driven by technological breakthroughs, changing teaching strategies, and a growing focus on the overall growth of students. The job of school administrators becomes crucial in this dynamic environment, requiring leaders who can not only adapt but also motivate and inspire their staff to pursue transformative ideas.

Transformational leadership is increasingly recognized as an effective leadership technique that fosters positive change in organizations. It is defined by visionary leadership, inspirational motivation, intellectual stimulation, and individual consideration. Nonetheless, a thorough examination of these attributes' application and effects in the unique setting of school administration is warranted. It is essential for school administrators to comprehend the subtleties of transformational leadership traits for several reasons. First and foremost, a school's culture, teacher satisfaction, and student achievement are all greatly impacted by successful leadership. Second, the knowledge gathered from this research can help design leadership development programs that will help prospective administrators improve these attributes. Ultimately, educational institutions must identify and cultivate transformative leaders who can foster innovation, collaboration, and ongoing progress, as they aim to prepare students for an always evolving world.

Therefore, this study examines the utilization of transformational leadership characteristics in school administrators, aiming to contribute to the existing pool of knowledge regarding educational leadership. The research aims to identify the main obstacles and opportunities related to exhibiting these transformative traits in educational leadership by examining the experiences and viewpoints of school administrators. The goal of this investigation is to yield practical knowledge that will augment the efficacy of school administrators and advance the state of education.

Literature Review

As per Islami, X., Mulolli, E. (2020), transformational leadership, which was initially conceived by Bass and subsequently refined by Avolio, comprises four essential elements: charisma, inspiration, intellectual stimulation, and personalized concern. The ability of a leader to inspire and motivate their followers, encourage critical thinking and creativity, and show real concern for the needs and growth of each team member are all highlighted by these elements taken together. The concepts of transformational leadership are especially applicable and meaningful in the field of education, where the main goal is to support students' intellectual, emotional, and social development.

According to Atasoy (2021), transformational leaders integrate their team members' job responsibilities into a compelling vision, which can enhance their feeling of purpose and significance in the workplace, ultimately resulting in improved productivity. Employees exhibit a strong sense of self-assurance in their competence to carry out their job responsibilities effectively and display unwavering loyalty to the organization due to the motivation, assistance, and trust

instilled by transformational leaders. The components of transformational leadership are vision, effective communication, determination, strong commitment, focus, empowerment, and opportunities for organizational learning. In 2020, Astuty and Udin. According to Bass, there are four dimensions to transformative leadership: individual attention, charisma or idealized influence, inspiring motivation, and intellectual stimulation. In 2019, Miao, R. and Cao, Y. In their investigation of transformational leadership's effects on teacher outcomes, Kılınç et al. (2022) highlight the leadership style's capacity to constructively alter organizational dynamics. Organizational structure and learning are impacted by transformational leadership on teachers' capacity for creativity (Waruwu et al., 2020). Its function is to act as a mediator to promote ongoing organizational culture reform in both public and private sector settings (Nisar et al., 2020). Transformational leadership has a significant impact on employee job satisfaction and organizational engagement, according to Eliyana, (G) Ma'arif, and Muzakki (2022).

The degree of job satisfaction and organizational commitment of employees will determine their optimal performance. Chen and Cuervo's work (2022), interwoven with administrative structures, has demonstrated that the perception of transformational leadership has a substantial beneficial association with work experience. According to Atasoy (2021), transformational leaders integrate their team members' job responsibilities into a compelling vision, which can enhance their feeling of purpose and significance at work, ultimately resulting in improved productivity. Employees exhibit a strong sense of self-assurance in their competence to carry out their job responsibilities effectively and demonstrate a deep commitment to the organization due to the motivation, assistance, and trust instilled by transformational leaders. The components of transformational leadership are vision, effective communication, determination, unwavering commitment, laser-like focus, empowerment, and opportunities for organizational learning. A study on smiling is seen to be professional in any situation that arises, particularly while interacting with those who could be a source of conflict or worry. Additionally, demonstrate that happiness does not appear to be a necessary mediator and that smiling is largely caused by social participation (Delos Reyes et al., 2023). These studies also showed how important job satisfaction and transformational leadership are to employees' commitment to organizational change in the setting of the rising economy.

Furthermore, through idealized influence with a common worth orientation, Sharma and Singh (2017) asserted that a transformational leader can foster teamwork, mutual trust, employee motivation, and the production of work results that exceed expectations. This indicates that when leaders possess all the necessary qualities to embody an ideal leader, their followers will obediently and honestly carry out the directives entrusted to them (Francisco, C., 2019). According to Shields and Hesbol's (2019) research, school administrators must overcome limited funding and frequent community backlash to lead in ways that support inclusion, equity, and excellence for every student to meet the needs of rapidly changing populations, whether they are immigrants or refugees, speak the language of instruction or not, have experienced trauma, or attend a remote rural school. Gumus and Bellibas (2021) offer a cross-cultural viewpoint that sheds light on the

ways in which transformative leadership appears in a variety of cultural and educational contexts. By placing transformational leadership within the broader context of leadership theory, Northouse (2022) expands the reach.

II. Methodology

The chosen research design employs a qualitative research method known as the case study approach. This approach is a thorough investigation carried out in an environment that is natural—a classroom, a neighborhood, or an organization—with the goal of arriving at a thorough comprehension and justification. The case study design is an empirical research approach that investigates a current subject within its specific context, utilizing several sources of evidence or data, and blurring the distinctions between the phenomena and its setting (Tosun, N., & Demir, K. (2024). To delve deeper into the characteristics of a transformative leader, semi-structured interviews will be held with a selection of school administrators. To enable administrators to express their viewpoints, experiences, and the variables impacting their leadership decisions, open-ended questions will be used. Administrators of elementary public schools in the San Quintin District of Pangasinan II's Schools Division will be the study's subjects.

The Purposeful technique will be the approach taken in the process of incorporating this section of the study. The researchers made use of observation and interview guides as the data gathering instrument for the study to obtain information needed for the study. The best approach to use the observation method is to fill it out using a blank or white sheets as the instrument. Items regarding behaviors or events that explain what will happen are included in the compiled format. It is described as the methodical recording of the occurrences under investigation through observation as an empirical form of observation (Amelia, A., et al., 2023). The observation method is used as data collecting to offer the true essence of a situation and to dig deep into the subjects' activities (Uwamusi, C. B., et al., 2023).

The study employed interviews to collect information. Face-to-face interviews require direct interaction between the interviewer and the interviewee, with no technical distractions. The interviewer can detect nonverbal social signs such as body language and facial expressions. Another advantage is that physical meeting increases the likelihood of establishing a safe and comfortable environment. These characteristics may be relevant, depending on the objective and study issue (Saarijärvi, M., et al., 2021).

The researchers chose the semi-structured interview to gather information from the participants. The semi-structured interview is more powerful in that it allows the researchers, particularly in qualitative research, to get in-depth data from informants. It is adaptable and versatile. At the same time, it maintains its direction, particularly when compared to unstructured interviews, which do not take direction into account. As a result, the semi-structured interview may allow researchers to alter it with their study questions if there is a potential change while still

maintaining its directional sense because the primary subjects to address have been predetermined (Ruslin, R., et al., 2022).

III. Results and Discussion

Here are five top qualities of the school administrators from this study namely:

Visionary. The success and trajectory of a school community are significantly impacted by the visionary leadership inside the institution. They provide distinct and focused guidance and perspective for the school, aligning all stakeholders towards a common goal. Greater efficiency in decision-making and implementation is achieved because of this clarity, which also facilitates the coordination of resources and efforts. By effectively illustrating the capabilities of the school, they inspire and motivate educators, staff, students, and parents. The entire school community is motivated by this and is encouraged to exhibit enthusiasm, dedication, and purposefulness. Visionary leaders foster creativity and innovation in the development of curricula, problem-solving methodologies, and instructional approaches. They preserve the school's dynamic character and capacity to adjust to the evolving needs of both society and students through the cultivation of an innovative culture. Flexibility is crucial in the constantly evolving educational landscape of today. Visionary leaders embrace and anticipate change as they navigate the school through transitions and equip stakeholders with the necessary tools and perspective to thrive in an evolving environment. Establishes an environment that is inviting and accommodating, fostering a sense of belonging and empowerment among all students, encouraging their active engagement. Additionally, it fosters a sense of camaraderie and inclusion among the members of the educational institution. To ensure that every child has access to an excellent education and opportunities for success, forward-thinking leaders prioritize fairness and diversity. They actively strive to reduce barriers to education and cultivate a welcoming and respectful atmosphere. These leaders comprehend the significance of collaborating and establishing alliances with other educational institutions, civic associations, and interested parties. They utilize resources and expertise to enhance the educational setting for each student via the cultivation of trusted connections. These leaders are committed to continuous improvement, regularly evaluating the school's progress towards its goals, and implementing plans for growth and development. A visionary school leader serves as a catalyst, propelling the institution towards diversity, innovation, and excellence. Their leadership skills are essential for creating a dynamic learning atmosphere in which every student can achieve their maximum potential.

While the administrators acknowledged the need of having a visionary mindset, they admitted that they are also impacted by other things in the current environment. Factors such as technical progress, the significance of diversity and inclusion, environmental and social accountability, changes in the workforce, the political and regulatory environment, economic

instability, public opinion and social media, crisis management, and employee well-being. Their imaginative mindset enabled them to envision positive developments for their school.

Furthermore, school administrators with visionary skills effectively traverse these intricate and ever-changing circumstances to be flexible, responsive, and aware of the larger context in which their vision is being realized. Most school administrators surveyed believe that having visionary skills is a necessary requirement for being a transformational leader. They claim that if someone does not possess visionary qualities, they would not be considered a transformational leader.

Inspiring. A dynamic and influential school leader is essential for cultivating a lively and prosperous educational atmosphere. First and foremost, their capacity to inspire and elevate others fosters a feeling of passion and commitment among teachers, staff, students, and parents alike. Through their embodiment of enthusiasm and devotion to education, they establish a collective sense of purpose among the school community, motivating all individuals to pursue success. In addition, influential leaders act as exemplars, showcasing fortitude, compassion, and honesty, thereby motivating individuals to adopt these attributes themselves. Their infectious passion cultivates a favorable environment that promotes development, cooperation, and originality. Moreover, a charismatic leader has the ability to kindle a sense of inquisitiveness and aspiration in students, motivating them to delve into their capabilities and relentlessly strive towards their objectives. In essence, the presence of an inspiring school leader not only boosts morale and engagement, but also encourages individuals to fully utilize their abilities and make significant contributions to the school's achievements.

According to the responses of school administrators, inspiring motivation is defined as the capacity to inspire and excite individuals in the direction of accomplishing their common goals. Respondents 1, 3, 4, 5, 6, 7, 8, and 9 are administrators who believe that when they demonstrate attributes that are inspirational, they have the ability to positively influence the morale of the school community, which ultimately results in enhanced teacher engagement and student motivation.

Collaborative. When it comes to the educational landscape, collaboration is a basic and important skill for transformative leaders to possess. In an industry where the importance of teamwork, shared vision, and collaborative effort cannot be overstated, leaders who place a priority on collaboration are able to bring about good change, encourage innovation, and develop a school community that is cohesive and flourishing under their leadership.

Being a public school leader, they frequently encounter numerous educational difficulties that necessitate complex and comprehensive answers. Respondent 4, who manages an integrated school, emphasized the importance of being a transformative leader who promotes collaboration and breaks down barriers between different departments and specialties. She promotes interdisciplinary collaboration to facilitate the sharing of ideas, processes, and expertise, resulting in comprehensive and innovative educational approaches. Leaders that possess collaborative

abilities place a high importance on fostering strong relationships between administrators and instructors. Establishing transparent channels of communication and fostering a culture of mutual respect can cultivate an environment in which teachers feel appreciated and encouraged. According to respondent 3, 5, 7, 8, 9 and 10, adopting a collaborative approach improves the overall efficiency of the teaching staff and fosters a good and happy work environment. Advocates of collaboration understand the significance of engaging students in decision-making processes. By seeking input from students and working together on educational projects, they establish a student-centered atmosphere that customizes learning experiences to suit the needs and preferences of the student body.

Collaboration also encompasses professional development activities. Respondents promote cooperation, offering instructors opportunities to cooperate on lesson planning, share best practices, and engage in ongoing learning. This collaborative approach fosters the professional development of educators and contributes to the overall enhancement of teaching practices. As leaders that prioritize collaboration, they aggressively solicit input from a wide range of stakeholders, such as parents, community members, and support staff, to promote inclusivity. By incorporating many viewpoints into the decision-making process, leaders who respond to the needs of the school guarantee that the activities undertaken by the institution align with the values and requirements of the entire community. Collaboration serves as a catalyst for fostering creativity. Respondents who prioritize cooperation foster a climate that promotes the sharing of creative ideas and the exploration of new ways. The culture of collaboration encourages an atmosphere of creativity that can result in progress in teaching techniques, curriculum development, and educational approaches. Collaboration is crucial for establishing and maintaining a collective vision within the school community. School leaders collaborate to clearly communicate a compelling vision that resonates with all stakeholders. The shared vision serves as a cohesive influence, directing decision-making and motivating collaborative endeavors towards shared objectives. Efficient collaboration originates from upper management. It has been seen that leaders that give importance to building a collaborative leadership team and promoting good collaboration among their teachers are able to create a united and aligned group that can drive transformative projects with a shared purpose.

In summary, collaboration is an essential characteristic for transformational leaders in the field of education. These leaders promote a collaborative culture that enables their team to work together effectively, share their knowledge and skills, and collectively contribute to the ongoing enhancement of the educational experience. Within a cooperative setting, the influential effect of leaders is magnified, resulting in a more active, adaptable, and prosperous educational establishment.

Empowering. Empowerment, as it relates to transformational leadership, is crucial for creating a favorable and forward-thinking educational atmosphere. This attribute encompasses equipping members of the educational institution with the necessary tools, resources, and

independence to assume ownership of their duties, make significant contributions, and achieve their maximum capabilities. Respondents 1, 2, 4, 6, 8, 9, and 10 said that they possess this attribute.

The school administrator stated that empowerment and trust are intimately interconnected. As leaders who bring about significant changes, they recognize the significance of establishing a culture in which individuals feel confident in making decisions and taking the lead. By granting authority and autonomy to their teachers, staff, and students, they cultivate confidence and reliance within the school community, resulting in enhanced cooperation and a shared sense of accountability, thereby nurturing a culture of trust. Participants 1, 3, 4, 5, 7, 8, 9, and 10 noted that those who have been given authority and autonomy tend to have a greater sense of fulfillment in their work. When educators and personnel perceive that their viewpoints are significant, that they have influence in the decision-making procedures, and that their contributions are esteemed, their overall contentment and involvement levels escalate. Consequently, this has a beneficial impact on the school's work atmosphere and efficiency. Respondents perceive that empowering their team fosters a culture of innovation, where individuals are motivated to think creatively, take calculated risks, and suggest novel concepts. In education, innovation is particularly crucial as it can result in more efficient teaching techniques and a vibrant learning atmosphere. They stress the importance of empowerment as a potent instrument for fostering leadership growth. By empowering teachers and staff, they are effectively fostering the development of future leaders within the school community. Granting individuals the chance to assume leadership positions and duties enables them to cultivate and enhance their leadership aptitude. In the always changing field of education, the capacity to adjust to new circumstances is essential. The school administrator noted that persons who are empowered are more inclined to embrace change in a good manner, as they feel capable and encouraged to handle unfamiliar obstacles. The school's ability to adapt is crucial for its ongoing improvement and ability to respond to evolving educational trends.

In addition, most respondents acknowledge the significance of empowering students, in addition to empowering educators. Empowering students with a feeling of control in their learning process, which cultivates a favorable mindset towards education that enhances their overall achievements. They stressed the importance of empowering students, as it increases the likelihood of them becoming self-directed learners and active participants in their education.

In summary, empowerment is a fundamental characteristic of a transformative leader in the field of education. Administrators can create a dynamic and thriving educational environment that prepares individuals for success in the 21st century by promoting trust, increasing job satisfaction, fostering innovation, cultivating leadership skills, facilitating adaptability to change, and prioritizing student empowerment.

Resilient. An enduring school leader is essential for effectively navigating the difficulties and uncertainties that unavoidably occur within the educational environment. Their unwavering resilience in the face of challenges provides a foundation of strength and stability for the entire school community. During periods of crisis or transition, such as in the face of natural disasters,

economic losses, or societal disruptions, a resilient leader offers assurance and direction, fostering confidence and optimism among educators, employees, students, and parents. Their ability to bounce back allows people to swiftly adjust to unforeseen situations, recognizing resolutions and prospects in the face of hardship. Furthermore, a resilient leader demonstrates tenacity and resolve, motivating people to confront obstacles with bravery and fortitude. Through cultivating an optimistic perspective and emphasizing problem-solving, they cultivate a resilient atmosphere in the school, providing individuals with the necessary abilities and mindset to conquer challenges and flourish in difficult circumstances. In essence, the presence of a resilient school leader guarantees the uninterrupted functioning of the school and enhances the resilience and unity of the entire school community, enabling it to overcome challenges and thrive.

Respondent 8 stated that the education sector frequently experiences legislative modifications, financial limitations, and unexpected difficulties. Therefore, it is crucial to be a resilient transformational leader who remains unwavering and flexible amid uncertainty. Additionally, he stated that this attribute empowers leaders to adeptly maneuver through unexpected situations while upholding their concentration on the overall mission, regardless of the constantly evolving educational environment. In addition, Respondent 9 also expressed the view that resilient leaders should act as exemplars of flexibility. Transformational leaders instill confidence within their team by showcasing their resilience in overcoming setbacks and their adaptability in adjusting plans to address obstacles. Their approach to promoting adaptability fosters a culture of resilience among their fellow educators, students, and stakeholders within the school community. Most of the participants indicated that effective leaders must demonstrate resilience by displaying optimism and enthusiasm, especially in the face of difficult circumstances. This mindset is infectious and enhances a favorable school environment. When confronted with challenges, a leader who can adapt and inspire others may build trust, elevate team spirit, and cultivate a shared conviction in conquering all barriers. Respondents 1, 2, 3, 4, 5, 7, 8, and 9 emphasized that setbacks and failures are unavoidable in their efforts to achieve transformative objectives. Resilient leaders perceive these challenges as opportunities for their personal development and advancement. They recognize setbacks, examine the underlying causes, and utilize the lessons learned to improve their approach. This approach fosters a culture in which mistakes are viewed as opportunities for growth rather than obstacles. The authors noted that educational leaders encounter the difficulty of maintaining enthusiasm and engagement among both staff and students. Resilient leaders have the ability to retain a high degree of passion and energy, even under challenging circumstances. This perseverance adds to a motivated and engaged school community that remains dedicated to the collective mission.

Respondent 2, 4, 5, 6, 7, 8, and 9 emphasized the need of resilience in crisis management scenarios. Transformational leaders with resilience effectively guide their teams through obstacles, such as natural catastrophes, public health emergencies, or other crises, guaranteeing a prompt and well-coordinated response. Furthermore, as a resilient leader, they clearly emphasize the well-being of both themselves and their team. They employ measures to support the overall well-being

of the school community, acknowledging the significance of mental and emotional health. This include offering resources for stress mitigation, advocating for a harmonious equilibrium between work and personal life, and cultivating a nurturing atmosphere. A respondent who exhibits resilience fosters and promotes a culture of embracing and supporting risk-taking inside the organization. They have fostered a culture that actively encourages and supports innovation and experimentation. Their propensity for undertaking measured risks might result in significant breakthroughs and developments in educational procedures within their school organization. Resilience is an essential characteristic for transformational leaders in the field of education. It enables leaders to skillfully handle obstacles, motivate their team, and stay focused on long-term objectives. In the face of ongoing changes and uncertainties in educational institutions, a resilient transformational leader serves as a stabilizing force, cultivating a culture of flexibility, positivity, and long-term development within the school community.

Results/Data

Transcriptions

Interview Transcription #2:

Interviewer: Hi, good morning, sir. Thank you for letting us interview you. Can we begin now. Sir?

Principal #2: Yes, please.

Interviewer: What was your experience like as a transformational leader?

Principal #2: Being a transformative leader has been a journey of development and learning. It is about leading with empathy, vision, and resilience, as well as inspiring others to believe in the potential for great change.

Interviewer: Did transformational leadership help you reach your goals as a school leader?

Principal #2: Yes, of course. Yes, it did help me. You know, it has been critical in accelerating progress and attaining our school's objectives. We have made great progress in increasing student outcomes and overall school performance by empowering others, encouraging collaboration, and supporting innovation.

Interview Transcription #5:

Interviewer: Good afternoon,Principal,#5. Thank you for accepting our invitation to interview you. How are you today ma'am?

Principal #5: It's my pleasure madam. Thank you, I'm good.

Interviewer: Madam, can you please describe to us your experience being a head of school that portrays qualities of transformational leader?

Principal #5: Being an administrator at a school is not an easy job. It has been a thrilling and satisfying adventure to become a transformational leader. It involves inspiring others to believe in the power of positive change and leading with vision, passion, and empathy.

Interviewer: Oh, I see. Can you tell us what qualities you possess that make you an effective transformational leader?

Principal #5: What makes me a good transformational leader, in my opinion, is my capacity for clear and effective communication, the development of solid connections, and the empowerment of people to assume responsibility for their assignments. Within the school community, it promotes trust and collaboration.

Interviewer: Did transformational leadership help you achieve your goals as a school leader, madam?

Principal #5: Sure enough, it did, ma'am. Our school's ambitions and progress have been greatly advanced by the use of transformational leadership. We've been able to create significant adjustments and improvements that benefit the entire school community by establishing a clear vision, encouraging innovation, and empowering others.

Interview Transcription #7:

Interviewer: Thank you for letting ask you some questions today, madam. Can you please describe to us what it's like to be a transformational leader in your role as school principal?

Principal #7: Being a transformational leader has been both challenging and rewarding. It's about leading with vision, empathy, and resilience, and inspiring others to embrace change and strive for excellence. It's very hard but it's also very fulfilling knowing you did the right thing to best lead the whole school.

Interviewer: Wow! That's true madam, knowing that you did great ever since you've been reassigned to this school. And can we ask you what qualities do you possess that make you an effective transformational leader, ma'am?

Principal #7: I think that I have this ability to inspire others, foster a culture of collaboration, and lead by example to all my teachers are my best qualities as a transformational leader. It creates a supportive and dynamic environment where everyone feels valued and motivated to contribute.

Interviewer: Did being a transformational leader help you achieve your goals as a school leader?

Principal #7: Yes, absolutely! Yes, it did. You see, the emphasis on collaboration has resulted in a more cohesive and effective curriculum. My school is an integrated school. So, this one is very challenging on my part because I have elementary, junior high and senior high school teachers. I need to exercise the qualities of being collaborative leader to break down the gap of each of the 3 departments. In every situation the school meet, I make sure that everyone must share their ideas, methodologies, and expertise because I always wanted to foster interdisciplinary cooperation within the 3 departments. Through that, I think all of us is having a good relationship. I always wanted an open line of communications because I wanted my teachers to feel valued and supported as it could make them more effective and also, I'd always like to have a harmonious working environment. Transformational leadership has been instrumental in driving progress and achieving our goals as a school. By setting a clear vision, empowering others, and fostering innovation, we've been able to make meaningful changes and improvements that benefit the entire school community.

Administrative Implications

As a result of the researchers' study, by practicing the top qualities (VICER) of the school administrators into the discourse on enhancing the Philippine Educational System, the following may achieve: (a) Visionary. Visionary leadership is essential for offering distinct guidance and motivating stakeholders towards a shared objective. By incorporating forward-thinking leadership attributes into the Philippine Educational System, administrators may cultivate innovation, creativity, and adaptability. Leaders that possess a forward-thinking perspective may predict and successfully navigate through a range of obstacles, including technological progress, evolving labor dynamics, and societal changes. Additionally, they have the ability to create a welcoming and empowering atmosphere that encourages diversity, collaboration, and ongoing enhancement. Through cultivating a strong sense of purpose and excitement among educators, students, and parents, visionary leaders have the ability to initiate beneficial transformations and elevate the overall standard of education; (b) Inspiring. Inspiring leadership is crucial for enhancing morale, engagement, and performance in educational institutions. School administrators may establish a supportive and dynamic learning atmosphere by demonstrating enthusiasm, honesty, and empathy. They have the ability to motivate educators to perform in their positions, motivate students to pursue their goals, and cultivate a culture of ongoing development and innovation. Inspirational leaders can foster a collective feeling of purpose and dedication among all stakeholders by employing effective communication, serving as positive examples, and acknowledging accomplishments. Consequently, this leads to elevated rates of teacher retention, heightened student motivation, and enhanced academic achievements; (c) Collaborative. Collaboration is

essential in tackling intricate educational obstacles and fostering student achievement. By fostering collaboration among administrators, educators, students, parents, and community members, the Philippine Educational System can improve the sharing of resources, encourage innovation, and promote inclusivity. Collaborative leaders dismantle barriers between departments, promote collaboration across different fields, and foster transparent communication and mutual admiration. The organization places a high importance on giving students a say and involving them in the decision-making processes. This ensures that educational initiatives are able to meet the requirements and goals of a wide range of learners. In addition, collaborative leaders cultivate an environment of ongoing learning and professional advancement, enabling educators to exchange exemplary methods, collaborate on curriculum development, and bolster one another's progress;

(d) Empowering. Empowering leadership fosters a sense of empowerment among educators, students, and stakeholders, enabling them to assume responsibility for their responsibilities and make valuable contributions to the educational process. Administrators can improve work satisfaction, creativity, and resilience within the school community by promoting a culture of trust, autonomy, and accountability. Educators who feel empowered are more inclined to accept and adapt to changes, come up with new ideas in their teaching methods, and actively participate in collaborative problem-solving. Likewise, students who are given power and authority become independent learners, analytical thinkers, and engaged contributors in their own educational journey. Effective leaders prioritize the physical and mental health, as well as the career advancement, of their team members. They offer opportunities for developing leadership skills, provide guidance and support, and acknowledge and celebrate their team members' accomplishments; and

(e) Resilient. Resilient leadership is crucial for effectively managing uncertainty, surmounting obstacles, and maintaining a favorable trajectory in educational institutions. Administrators can instill confidence, optimism, and tenacity among educators, students, and parents by exhibiting resilience in the face of challenges. Resilient leaders place mental and emotional well-being as a top priority, offer assistance during times of crisis, and foster a culture that values adaptability and a growth mentality. They promote and support the willingness to take risks, engage in experimenting, and derive lessons from failures, so cultivating an environment conducive to innovation and ongoing enhancement. In addition, resilient leaders prioritize long-term objectives while simultaneously addressing present requirements and obstacles, so guaranteeing the durability and triumph of the educational system.

Integrating the essential attributes of school administrators, including forward-thinking leadership, motivational inspiration, a culture of collaboration, empowerment and trust, and resilient leadership, into the Philippine Educational System can result in favorable outcomes such as improved student learning, heightened teacher contentment, and enhanced overall effectiveness of educational endeavors. By giving priority to these characteristics (VICER), educational leaders may establish a nurturing, vibrant, and inventive learning atmosphere that equips students for triumph in the 21st century ready for the embrace the MATATAG Curriculum.

IV. Conclusion

This study provides a thorough examination of the "Transformational Leadership of School Administrators: Top Qualities to Possess," focusing on the essential qualities that characterize successful leadership in the field of education. The researcher discovered that the public elementary school leaders in San Quintin, Pangasinan possess transformational leader qualities, which are summarized by the acronym VICER. These qualities, which include being visionary, inspirational, collaborative, empowering, and resilient, are essential for administrators who aim to bring about positive change, encourage innovation, and establish flourishing school communities.

Overall, the integration of these attributes (VICER) creates a comprehensive and powerful framework for transformative leadership in educational administration. The success of educational institutions depends on leaders who not only possess these attributes individually but also integrate them synergistically into their leadership strategy. School administrators that strive to be visionary, inspirational, collaborative, empowering, and resilient play a crucial role in shaping an educational future characterized by positive change, innovation, and ongoing progress for both educators and students. This study provides vital insights into the continuing discussion on effective educational leadership and its significant influence on the success of educational institutions by identifying the top attributes (VICER).

V. Recommendations

The researchers propose that educational leaders, policymakers, and stakeholders should use the discovered attributes (VICER) to improve leadership effectiveness based on the significant results and conclusions. Leadership training programs should be established to cultivate leadership skills that are visionary, inspirational, collaborative, empowering, and resilient (VICER). Transformational leadership principles ought to be incorporated into educational leadership training curriculum. Facilitating mentorship programs where seasoned leaders provide guidance and share their expertise with young administrators. It is also recommended to organize regular workshops that specifically emphasize the practical implementation of transformational leadership skills. It is also advised to provide administrators with resources and support to develop resilience and effectively handle the difficulties of leadership. Establishing a feedback mechanism for administrators to obtain constructive comments for continuous enhancement will prove highly beneficial. Creating educational programs that enable pupils to cultivate and utilize leadership abilities for future endeavors. Furthermore, it is crucial to designate financial resources for research and innovation grants specifically aimed at improving transformative leadership in the field of education.

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