

Transformational Leadership in Higher Education Institutions: Best Practices Framework

EVANGELINE L. MARTINEZ

Instructor III

Universidad de Manila

Doctor of Philosophy

Major in Educational Policy and Administration

enilegnave.martinez@gmail.com

Abstract — The field of higher education in developing countries is currently dealing with challenges that call for exceptional leaders as a direct result of globalization and the rapid transformation of the surrounding environment. This study looks at the importance of emerging transformational leaders in Higher Education Institutions in the Philippines. It seeks to find out the ways of the transformational leaders in coping with academic changes. These academic changes are in terms of Pedagogy, Curriculum and Instruction, Assessment, and Policy. This study used a qualitative approach to research particularly descriptive design. With the participation of the educational leaders, they also shared the challenges they have faced in combatting with these changes, as well as, the best practices that they have done in order to adapt to the inevitable academic changes. From these points, a Best Practices Framework was designed focusing on the four areas: Pedagogy, Curriculum and Instruction, Assessment, and Educational Policy.

Keywords — *Transformational, Leadership, Higher Education Institutions, Best Practices Framework*

I. Introduction

Transformational leaders transform education. As a result of globalization and a fast altering environment, the higher education sector in emerging nations is confronted with problems that demand outstanding leaders. Innovation is vital for institutions, particularly in learning contexts. According to Al-Husseini and Ebeltagi (2018), transformational leadership (TL) in management has been proven to have a significant impact on administration and creativity, resulting in an increase in followers' goal-directed behavior, fostering organizational transformation and a culture of trust, and enabling followers to surpass performance expectations.

In education, as pointed out by Fontaine (2022), transformational leadership in education is a model that deans, administrators, professors, and instructors may utilize to lead by example. It places a premium on fostering community ties, which motivates both students and teachers to succeed at higher levels. In reality, transformational leaders in education frequently inspire and cultivate the next generation of transformational leaders in business, government, and other sectors of society.

With these given facts, the researcher thought of this problem as a practical research problem that occurred not only in her environment but also concerned the national educational milieu. Transformational leaders may affect the pedagogy, curriculum and instruction, assessment, and policy of the institution they are leading.

However, alongside these justifications of the use of transformational education in higher education in different perspectives, there are deficiencies that affected transformational education.

Though it may be promising, transformational leadership entails stronger communication matters. In a story shared by Czaja (2019) on the troubles with transformational management in a global perspective, institutional administrators must consistently emphasize the goal and encourage followers to exert maximum effort to realize it. Maintaining a personal touch involves close and frequent connection with followers. This leadership style fulfills the need of followers to be an integral part of something greater than themselves. If followers come to believe that their contribution is insignificant and that they are only gears in a machine, they will lose interest. Followers want constant feedback on progress accomplished and their contributions in order to retain excitement. A leader who fails to convey this is likely to fail.

In another point on this, Wilkinson (2018) conducted a research on transformational management and administration in the Philippines. According to his conclusions, engaging employees directly with change and improving their intellectual stimulation around change and revolution can have a particularly motivating effect. Transformational leaders are tasked with increasing favorable employee attitudes about change and fostering a consequent commitment to change. However, cynicism towards organizational change refers to a negative set of perspectives, attitudes, and values concerning organizational change specifically.

This is the reason why the aim of this study is to explore and understand the aid of transformational leadership in higher institutions. With the changes and the leaps of new educational milieu, the study aims to present a best practice framework in the new normal setting. This made sure to alleviate problems in terms of change in several aspects of the school through transformational leadership. In doing so, the researcher delved into the management of transformational leaders in terms of their pedagogy, curriculum and instruction, assessment, and policy heightening the adaptation to change. While this may incur challenges on their behalf as they were able to experience problems, the study sees through the best practices of the institutions in adapting the change and managing through transformational leadership in making a transformational education. Understanding the influence of transformational leadership in a global perspective on social capital requires a metacognitive grasp of global leadership (Lewis, 2018). This way of thinking will have a significant impact on global policy and political resource management, economic development, and bureaucratic institutions. It is plausible to assume that the global transformational leadership model provides a common governance viewpoint of conducting affairs, yielding desirable outcomes based on a conceptual framework exemplifying excellent and effective leadership and comprising certain leadership traits.

This study aimed to explore transformational leadership in higher education institutions, to be able to make a framework that would highlight the best practices used in transformational education. Specifically, it answered the following questions:

1. How do school administrators in Higher Education Institutions (HEIs) facilitate academic changes in the following:
 - 1.1. Pedagogy;
 - 1.2. Curriculum and Instruction;
 - 1.3. Assessment; and
 - 1.4. Policy?
2. What are the best practices of school administrators in facilitating changes?
3. Based on the findings, what best practices framework can be designed?

II. Methodology

Design. This study used a qualitative approach to research particularly descriptive design. Qualitative research entails the collection and analysis of nonnumerical data in order to comprehend thoughts, views, or experiments. Qualitative research does not gather and analyze numerical data for statistical purposes. It relies on humanistic or idealistic approaches to comprehending a study question, in this case, the Transformational Leadership. With this, the researcher used Interview research technique. Interviews are a qualitative research approach that collect data via the use of questions. The interview that was chosen for this study was structured interview.

Sampling. Three college deans from one higher education institution, there were five higher education institutions (HEIs), a total of 15 participants were involved in this study. They were chosen for they were knowledgeable about Transformational Leadership as this was the goal of the study. The college deans manage and implement the educational process.

Research Procedure. The researcher acquired official authorization from the five HEIs. Consent papers were handed out to the participants before the interviews. The researcher went to the offices of the college deans to conduct the interviews after receiving the completed consent forms indicating the participants' willingness to participate in the study project. Following the completion of the interviews and the collection of the resulting data, the researcher then presented and evaluated the information using a data analysis tool.

Ethical Issues. The researcher emphasized the permission-requesting and consent-processing procedures. Before collecting data, the researcher addressed the individuals and presented them with the consent document. In a letter of agreement, the researcher addressed topics such as secrecy and honesty. Participants have the option to withdraw from the research if they are unwilling to participate.

Treatment of Data. Open coding is a typical first stage in the analysis of qualitative research. After transcriptions, the open coding analysis, the researcher divided the data into discrete pieces and marked them with “codes.” In doing so, the researcher used an application for Qualitative Researches named Delve. The web program facilitates the coding and analysis of transcripts from in-depth interviews and focus groups.

III. Results and Discussion

Table 1
School Administrators Facilitated Changes In Pedagogy

Participants	Responses	Meaning	Categories	Emerging Theme
Participant 1	<i>Thru change management</i>	Utilization of methods and manners implementing change internally and externally	Utilizing Alternative Methods and Manners	Implementation of Needs Analysis
Participant 2	<i>Collaborative and cooperative learning holds out the prospect of producing synergies, practice and support.</i>	Collaboration of different stakeholders of the school in producing applicable practices in managing changes as regards pedagogies.	Production of Synergies in Supporting Pedagogical Change	Exuding Positive Mindset and High Morale Standards for the Community
Participant 3	<i>Teachers should respond effectively, based on continuous training, with a deepening of scientific and pedagogical skills, competencies and knowledge</i>	Continuous training of the teachers in different modalities and pedagogies enhancing their achievement of competencies, skills and knowledge that is supposed to be achieved by the students.	Immersion of the Teachers in Trainings and Seminar	Maximizing Professional and Continuing Education
Participant 4	<i>I look into the policies and guidelines of these</i>	Researching for pedagogical changes	Applying the Researched Data on	Implementation of Needs Analysis

	<p><i>pedagogical changes. read some supplemental readings and literature on them. Afterwards, I apply them to my teaching. During application, I make sure to take notes on their viability and applicability. In terms of management perspective, I make sure to have tried and applied these changes first before I cascade them to my subordinates in order that they are assured that I am in the vantage point of someone who has tried and used said pedagogical changes.</i></p>	<p>and reading the policies anchored with it. With the inputs, application of these pedagogical changes shall be tested, viable and taken into consideration for improvement if deemed necessary.</p>	<p>Pedagogical Changes with Testing and Evaluation</p>	
Participant 5	<p><i>I used teaching methodologies that are parallel to the learning management system of the university.</i></p>	<p>Utilization of methods and manners implementing change internally and externally</p>	<p>Utilizing Alternative Methods and Manners</p>	<p>Implementation of Needs Analysis</p>
Participant 6	<p><i>Make subtle changes; start small; patience is a must; make time for review; there must be easy access for resources.</i></p>	<p>Making precise but effective changes where teachers, staff, students and parents can be able to attune the process and pedagogy.</p>	<p>Tenuous Attunement in terms of Adaptation to Pedagogical Change</p>	<p>Proper Management of Time</p>
Participant 7	<p><i>It is very important to underscore the perception of those who will be affected by the changes. Need to appreciate that there will always be skeptics and the only thing that would change people's perception is to clearly lay down the objectives of change</i></p>	<p>Hearing the pulse of the community in managing the changes in terms of pedagogy, so they may be able to contribute to the development of the institution.</p>	<p>Collection of the Perception of the Community Regarding Pedagogical Changes</p>	<p>Involvement of the Community in Connecting School Changes with the Institutional Culture</p>
Participant 8	<p><i>I embrace changes, if there is a need to transition from one pedagogy to another. I</i></p>	<p>Being well-aware of the changes that will transpire means to accept the</p>	<p>Acceptance of the Change</p>	<p>Embodying Transformational Leader</p>

	<i>welcome it; everything changes, people change, need changes, standards in education change as well.</i>	modifications in terms of pedagogy.		
Participant 9	<i>Through finding appropriate teaching models about the content coverage of the syllabus</i>	Utilization of methods and manners implementing change internally and externally	Utilizing Alternative Methods and Manners	Implementation of Needs Analysis
Participant 11	<i>After thorough assessment, review and evaluation with the changes, our team conducts deep learning on how this can be implemented in an effective and efficient way. we also conduct series of orientation from faculty members, up to the parents and students</i>	Researching for pedagogical changes and reading the policies anchored with it. With the inputs, application of these pedagogical changes shall be tested, viable and taken into consideration for improvement if deemed necessary.	Applying the Researched Data on Pedagogical Changes with Testing and Evaluation	Implementation of Needs Analysis
Participant 12	<i>Pedagogical changes require orientation and adjustments of the new paradigm to the existing methods and practice of teaching.</i>	Making precise but effective changes where teachers, staff, students and parents can be able to attune the process and pedagogy.	Tenuous Attunement in terms of Adaptation to Pedagogical Change	Proper Management of Time
Participant 13	<i>Since these are the tasks involved in re-organizing the conventional model of education, I have prepared myself and kept abreast of the changes by wholeheartedly accepting these. Following what is planned and how to execute in facing the challenges.</i>	Being well-aware of the changes that will transpire means to accept the modifications in terms of pedagogy.	Acceptance of the Change	Embodying Transformational Leader
Participant 14	<i>It is essential to emphasize the perspective of individuals who will be impacted by the changes. Need to</i>	Hearing the pulse of the community in managing the changes in terms of pedagogy, so they may be able to contribute to the	Collection of the Perception of the Community Regarding Pedagogical Changes	Involvement of the Community in Connecting School Changes with the Institutional Culture

	<i>recognize that there will always be doubters, and that the only way to change people's view is to clearly articulate the goals of the change.</i>	development of the institution.		
Participant 15	<i>Whenever there are changes, you should equip yourself. For me, I am slightly techy. However, before this change like Kahoot, and Google Drive, I have to really equip myself. Teachers have to be trained and be equipped with these changes.</i>	Continuous training of the teachers in different modalities and pedagogies enhancing their achievement of competencies, skills and knowledge that is supposed to be achieved by the students.	Immersion of the Teachers in Trainings and Seminar	Maximizing Professional and Continuing Education

This table shows the facilitation techniques of the deans or school administrators in coping with changes in terms of pedagogy. Based on their responses, notable characteristics were formed corresponding to the theme to answer the question. The categories were: (1) Utilizing Alternative Methods and Manners, (2) Production of Synergies in Supporting Pedagogical Change, (3) Immersion of the Teachers in Trainings and Seminar, (4) Applying the Researched Data on Pedagogical Changes with Testing and Evaluation, (5) Tenuous Attunement in terms of Adaptation to Pedagogical Change, (6) Collection of the Perception of the Community Regarding Pedagogical Changes, and (7) Acceptance of the Change.

The emerging theme formed were as follows: (a) Implementation of Needs Analysis, (b) Exuding Positive Mindset and High Morale Standards for the Community, (c) Maximizing Professional and Continuing Education, (d) Proper Management of Time, (e) Involvement of the Community in Connecting School Changes with the Institutional Culture, and (f) Embodying Transformational Leader.

Table 2
School Administrators Facilitated Changes In Curriculum And Instructions

Participants	Responses	Meaning	Categories	Emerging Theme
Participant 1	<i>Immediate review</i>	Close and immediate examination of the review from the changes due to the different situations and considerations in the curriculum and instructions.	Critical Examination of the Curricula	Preparation of the Institution of the Changes for a Unified Processes and Pedagogy
Participant 2	<i>Follow the standards of government policies. e.g. CHED, comply with the sequence of standards. gauge the curriculum that is beneficial to the students.</i>	Observance with the requirements set by the Commission on Higher Education.	Adherence to the Order of the Standards	Involvement of the Community in Connecting School Changes with the Institutional Culture
Participant 3	<i>Develop learning targets and common formative assessments</i>	The formulation and modification of new educational goals and evaluation methods were used by the institution	Utilization of Current Evaluation Tool for New Learning Competencies.	
Participant 4	<i>I look into those changes and how to apply or implement them. I will also look into the possibility of coming up with a seminar-workshop on these changes so as to better prepare the program chairs, coordinators and teachers in the implementation of these curricular changes.</i>	Preparing the institution, subordinates, teachers and staff for the incoming changes through seminars and training.	Development of Skills and Preparations of the Community with the Changes	Maximizing Professional and Continuing Education
Participant 5	<i>I implemented innovations or modifications that are suited to the needs of the learners.</i>	The formulation and modification of new educational goals and evaluation methods were used by the institution	Utilization of Current Evaluation Tool for New Learning Competencies.	Involvement of the Community in Connecting School Changes with the Institutional Culture

Participant 6	<i>Research and development</i>	Utilization of research and development in analyzing the incoming changes in the curriculum and instruction.	Acknowledging the Use of Research	Implementation of Needs Analysis
Participant 7	<i>First and foremost, I take into account what is prescribed by the CMO. The college makes sure to consult with the different stakeholders to identify the subjects and the topics to be taught which are according to the actual needs of the community.</i>	Observance with the requirements set by the Commission on Higher Education.	Adherence to the Order of the Standards	Collaborating with the Community in Devising Strategies and Frameworks
Participant 8	<i>Whenever a change is made to the curriculum, CHED regulations are taken into account, and as part of the administration, I ensure that our faculty members have the required skills to give teaching in accordance with expected standards.</i>	Observance with the requirements set by the Commission on Higher Education.	Adherence to the Order of the Standards	Collaborating with the Community in Devising Strategies and Frameworks
Participant 9	<i>Any change in the curriculum considers mandates from the CHED, and in terms of instruction as part of the administration, I make sure that our faculty members have the competencies necessary to deliver the instruction in accordance with expected standards.</i>	Preparing the institution, subordinates, teachers and staff for the incoming changes through seminars and training.	Development of Skills and Preparations of the Community with the Changes	Maximizing Professional and Continuing Education

Participant 10	<i>Through professional development trainings and Workshops, observations to streamline expectations and eliminate ineffective practices</i>	Preparing the institution, subordinates, teachers and staff for the incoming changes through seminars and training.	Development of Skills and Preparations of the Community with the Changes	Maximizing Professional and Continuing Education
Participant 11	<i>Mandatory response</i>	Observance with the requirements set by the Commission on Higher Education.	Adherence to the Order of the Standards	Collaborating with the Community in Devising Strategies and Frameworks
Participant 12	<i>We have a series of meetings and consultation in preparation of modules, write ups, presentation materials and curriculum adjustments.</i>	Preparing the institution, subordinates, teachers and staff for the incoming changes through seminars and training.	Development of Skills and Preparations of the Community with the Changes	Maximizing Professional and Continuing Education
Participant 13	<i>Rationalize the need for change by aligning the curriculum either by revising or enhancing our curricula.</i>	Close and immediate examination of the review from the changes due to the different situations and considerations in the curriculum and instructions.	Critical Examination of the Curricula	Preparation of the Institution of the Changes for a Unified Processes and Pedagogy
Participant 14	<i>I keep the line of communication open to all the members of the organization in addressing changes in curriculum and instruction.</i>	Strengthen communication for all of the members to address concerns in the modification of mode of instruction and curriculum content.	Increase in the Effectiveness of Communication in the Academic Community	Focusing in Developing Communication Platforms to Enhance work Production and Coordination
Participant 15	<i>During the onset of the pandemic, our main problem was the curriculum and instructions. We need to review the syllabus, so we would change the mode of instructions. We had to update teachers. I attended various seminars as</i>	Preparing the institution, subordinates, teachers and staff for the incoming changes through seminars and training.	Development of Skills and Preparations of the Community with the Changes	Maximizing Professional and Continuing Education

	to the implementation of blended learning. I even attended crash courses in terms of blended learning. We planned a process considering the resources since not all students have the capacity to produce gadgets.			
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Based on the statements given by the participants, there were several ways on how they had addressed the changes in relation to curriculum and instruction. These responses were coded into several categories: Critical Examination of the Curricula, Adherence to the Order of the Standards, Utilization of Current Evaluation Tool for New Learning Competencies, Development of Skills and Preparations of the Community with the Changes, Acknowledging the Use of Research, and Increase in the Effectiveness of Communication in the Academic Community.

These were then formed the following themes of the best practices: (1) Preparation of the Institution of the Changes for a Unified Processes and Pedagogy; (2) Involvement of the Community in Connecting School Changes with the Institutional Culture (3) Maximizing Professional and Continuing Education; (4) Implementation of Needs Analysis; (5) Collaborating with the Community in Devising Strategies and Frameworks; and (6) Focusing in Developing Communication Platforms to Enhance work Production and Coordination.

TABLE 3
SCHOOL ADMINISTRATORS FACILITATED CHANGES IN ASSESSMENT

Participants	Responses	Meaning	Categories	Emerging Theme
Participant 1	<i>Through a policy</i>	Following a policy that would direct towards the adaptation of changes in terms of assessing students' learning in the era of educational environment.	Following a Policy	Collaborating with the Community in Devising Strategies and Frameworks
Participant 2	<i>Balance between learning what the system requires by</i>	Pursuing good and quality outcomes from an efficient assessment.	Looking at the Quality Outcome	Implementation of Needs Analysis

	<i>setting and delivering good outcomes.</i>		made from Assessment	
Participant 3	<i>Continued Development of Curriculum Improvement</i>	Improving the curriculum and instruction is a result of an assessment fit for adaptation of new educational processes.	Improving of Curriculum and Instruction	Preparation of the Institution of the Changes for a Unified Processes and Pedagogy
Participant 4	<i>First, by reviewing the changes in assessment, compare it then with the current assessment policies. After doing this, I will call a meeting with the program chairs, coordinators and teachers as to the changes in assessment to explain and clarify why there is a need for these changes so as to not leave them in the dark and address whatever issues or concerns that may arise from them.</i>	Comparing the changes required for the assessment and adapting it to the current policies for the development of the school, so as to explain it to the educational community for clear understanding	Reviewing the Assessment	Implementation of Needs Analysis
Participant 5	<i>I utilized online platforms that are manageable to all.</i>	Utilizing other linkages, application and tools for the improvement and adaptation of new assessments.	Utilizing Other Platforms, Applications and Tools.	Collaborating with the Community in Devising Strategies and Frameworks
Participant 6	<i>Instructional programs are focused not just skills</i>	Pursuing good and quality outcomes from an efficient assessment.	Looking at the Quality Outcome made from Assessment	Implementation of Needs Analysis
Participant 7	<i>Changes in the assessment are implemented first through proper communication to all concerned parties. Secondly, a trial run is done to determine the validity and</i>	Communicating certain changes means that there would be an expected adjustment. Thus, it is important to communicate the information to relevant parties to understand the needed process and	Cascading of Information to Proper Designation	Focusing in Developing Communication Platforms to Enhance work Production and Coordination

	<i>reliability of the instruments, criteria, etc. to be used.</i>	vital information on the assessment.		
Participant 8	<i>Any change, whether in assessment or in any aspect related to academics, follows a process of consultation with the concerned offices and authorities.</i>	Communicating certain changes means that there would be an expected adjustment. Thus, it is important to communicate the information to relevant parties to understand the needed process and vital information on the assessment.	Cascading of Information to Proper Designation	Focusing in Developing Communication Platforms to Enhance work Production and Coordination
Participant 9	<i>We clearly define the learning outcomes for us to select appropriate assessment measures then we analyze the results and improve programs in assessment.</i>	Comparing the changes required for the assessment and adapting it to the current policies for the development of the school, so as to explain it to the educational community for clear understanding	Reviewing the Assessment	Implementation of Needs Analysis
Participant 10	<i>Consultative Approach is our way of managing changes in assessment.</i>	Creating approaches that would necessitate the adaptation of new process for the assessment	Using of Approaches in Addressing Assessment Changes	Maximizing Professional and Continuing Education
Participant 11	<i>Crafting some policies and guidelines that will conformed with the CHED memo, considering the distance learning and limited face-to-face classes (for laboratory)</i>	Following a policy that would direct towards the adaptation of changes in terms of assessing students' learning in the era of educational environment.	Following a Policy	Collaborating with the Community in Devising Strategies and Frameworks
Participant 12	<i>Changes in assessment will somehow alter our role as teachers in the formative & summative assessment so we have to review the new developments so that we will be</i>	Comparing the changes required for the assessment and adapt it to the current policies for the development of the school, so as to explain it to the educational community for clear understanding	Reviewing the Assessment	Implementation of Needs Analysis

	<i>properly attuned to the change</i>			
Participant 13	<i>I have to be flexible in implementing changes in assessment so that we can come up with a better result or outcome. Here, I always see to it that it is carefully and orderly planned as well as fairly evaluated.</i>	Comparing the changes required for the assessment and adapting it to the current policies for the development of the school, so as to explain it to the educational community for clear understanding	Reviewing the Assessment	Implementation of Needs Analysis
Participant 14	<i>Changes to the evaluation are initially introduced through effective communication with all stakeholders involved.</i>	Communicating certain changes means that there would be an expected adjustment. Thus, it is important to communicate the information to relevant parties to understand the needed process and vital information on the assessment.	Cascading of Information to Proper Designation	Focusing in Developing Communication Platforms to Enhance work Production and Coordination
Participant 15	<i>We do benchmarks to see how other schools do it. Then, we try to customize it here in our school to be able to adapt to the change. In return, we also share with other schools on how we did it.</i>	Learning from other institutions' assessment processes and adaptation to these changes can give other schools ideas on how to deal with this. They can customize it based on their needs.	Benchmarking with other Institution Regarding Academic Assessment Changes	Collaborating with the Community in Devising Strategies and Frameworks

In this table, the participants obviously pointed out how they facilitated changes in terms of assessment. More so, the answers were coded into different categories, particularly: (1) Following a Policy, (2) Looking at the Quality Outcome made from Assessment, (3) Improving of Curriculum and Instruction, (4) Reviewing the Assessment, (5) Utilizing Other Platforms, Applications and Tools, (6) Cascading of Information to Proper Designation, (7) Using of Approaches in Addressing Assessment Changes, and (8) Benchmarking with other Institution Regarding Academic Assessment Changes.

These categories were then formed emerging themes: (a) Collaborating with the Community in Devising Strategies and Frameworks; (b) Implementation of Needs Analysis, (c) Preparation of the Institution of the Changes for a Unified Processes and Pedagogy; (d) Focusing

in Developing Communication Platforms to Enhance work Production and Coordination; and (e) Maximizing Professional and Continuing Education.

Table 4
School Administrators Facilitated Educational Policies

Participants	Responses	Meaning	Categories	Emerging Themes
Participant 1	<i>I am tasked to implement the educational policies and alter some of the changes when deemed fit for the institution.</i>	They facilitate the implementation of new educational policies from the Commission of Higher Education or in their institution.	Educational Policy Implementers	Collaborating with the Community in Devising Strategies and Frameworks
Participant 2	<i>Established a vision of commitment to high standards of the college.</i>	Embodies the goals, mission and vision of the institution	Articulators of Mission, Vision and Goals of the Institution	Exuding Positive Mindset and High Morale Standards for the Community
Participant 3	<i>Meet the common objective</i>	Embodies the goals, mission and vision of the institution	Articulators of Mission, Vision and Goals of the Institution	
Participant 4	<i>I always establish a proper line of communications between me and my subordinates and provide them with copies of said policies. I always explain these policies and clarify to them if there are issues or concerns with regard to these policies. I never forget to empathize with them especially when they encounter unusual situations in implementing these policies.</i>	Establishing a good communication channel between subordinates and providing them with copies of the relevant policies. Explaining these policies and addressing any questions or concerns they may have regarding these policies, as well as empathizing with them when they confront unique situations in enforcing these policies, should never be neglected.	Effective Communication Disseminators of Policies	Focusing in Developing Communication Platforms to Enhance Work Production and Coordination
Participant 5	<i>I am the first to follow the educational policies of the institution.</i>	Implementing policies for the institution to also adhere to.	Follower of policies to be implemented	Collaborating with the Community in Devising Strategies and Frameworks

Participant 6	<i>Through meetings, discussions, and providing them with webinars and more professional developments.</i>	Establishing a good communication channel between subordinates and providing them with copies of the relevant policies. Explaining these policies and addressing any questions or concerns they may have regarding these policies, as well as empathizing with them when they confront unique situations in enforcing these policies, should never be neglected.	Effective Communication Disseminators of Policies	Focusing in Developing Communication Platforms to Enhance Work Production and Coordination
Participant 7	<i>I always set the pace. I lead by example. I always see to it that I, myself, know the nitty-gritty of every task, I take the initiative in doing such.</i>	Implementing policies for the institution to also adhere to.	Follower of policies to be implemented	Collaborating with the Community in Devising Strategies and Frameworks
Participant 8	<i>I make sure that our actions are aligned with the norms of the school likewise I keep in mind that my colleagues look up to me as their role model, I walk the talk.</i>	Embodies the goals, mission and vision of the institution	Articulators of Mission, Vision and Goals of the Institution	Exuding Positive Mindset and High Morale Standards for the Community
Participant 9	<i>Through engaging content. Email workflows (memos) social media and technological tools</i>	Establishing a good communication channel between subordinates and providing them with copies of the relevant policies. Explaining these policies and addressing any questions or concerns they may have regarding these policies, as well as empathizing with them when they confront unique situations in enforcing these policies, should never be neglected.	Effective Communication Disseminators of Policies	Focusing in Developing Communication Platforms to Enhance Work Production and Coordination

Participant 10	<i>My responsibility is to put the educational policies into effect and make adjustments to them as necessary so that they are appropriate for the institution.</i>	They facilitate the implementation of new educational policies from the Commission of Higher education or in their institution.	Educational Policy Implementers	Collaborating with the Community in Devising Strategies and Frameworks
Participant 11	<i>In the new normal set up, it was a very challenging moment that most of our faculty members gathered together (Online / Virtual meetings), during the preparation of our curriculum, policies and instructions.</i>	Establishing a good communication channel between subordinates and providing them with copies of the relevant policies. Explaining these policies and addressing any questions or concerns they may have regarding these policies, as well as empathizing with them when they confront unique situations in enforcing these policies, should never be neglected.	Effective Communication Disseminators of Policies	Focusing in Developing Communication Platforms to Enhance Work Production and Coordination
Participant 12	<i>Actualize the policies by providing opportunities for implementation and practice.</i>	They facilitate the implementation of new educational policies from the Commission of Higher education or in their institution.	Educational Policy Implementers	Collaborating with the Community in Devising Strategies and Frameworks
Participant 13	<i>For you to be understood and respected, leading by example is one good trait of being a leader. I should set an example for them by abiding with the existing policies inside the educational institution.</i>	Embodies the goals, mission and vision of the institution	Articulators of Mission, Vision and Goals of the Institution	Exuding Positive Mindset and High Morale Standards for the Community
Participant 14	<i>In some cases, I share authority so that we can work as one to have a harmonious community. Somehow, this will help us to create a culture of</i>	Empowering others and providing subordinates the opportunity to lead in order to foster a culture of accountability.	Harmonious Collaborator to Empower Subordinates	Empowering Academic and Non-Academic Departments with Trust, Support, Flexibility and Confidence

	<i>empowerment and responsibility.</i>			
Participant 15	<i>I make sure that I am updated. I always browse CHED Memos. I always attend the Philippine Association of Future Teachers' Education (PAFTE). I use to attend seminars that are related to the college, so that I get updated. I also check PRC news and websites which have an inclination for the college. Once I hear something, I verify it. As I verify it, I discuss it with the VP of Academics. Whatever is the decision, that is what I cascade with the Department Heads. The key is communication.</i>	Being updated with the latest information with the act to verify these sets of information through seminars, meetings, training and website searches.	Information Verifier of New Updates on Educational Policies	Preparation of the Institution of the Changes for a Unified Processes and Pedagogy

In terms of how the school administrators facilitated the educational policies in their higher education institutions as seen in Table 4, the answers of the participants were coded into categories: Educational Policy Implementers, Articulators of Mission, Vision and Goals of the Institution, Effective Communication Disseminators of Policies, Follower of Policies to be Implemented, Harmonious Collaborator to Empower Subordinates, and Information Verifier of New Updates on Educational Policies.

From such categories, the emerging themes were given: (1) Collaborating with the Community in Devising Strategies and Frameworks; (2) Exuding Positive Mindset and High Morale Standards for the Community; (3) Focusing in Developing Communication Platforms to Enhance Work Production and Coordination; (4) Empowering Academic and Non-Academic Departments with Trust, Support, Flexibility and Confidence; and (5) Preparation of the Institution of the Changes for a Unified Processes and Pedagogy.

Table 5
Best Practices Of School Administrators In Facilitating Educational Changes

Participants	Responses	Meaning	Theme
Participant 1	<i>Professional development</i>	Heightening continuing education and professional training to give more focus with the effectiveness of teachers in the institution empowering them and be more knowledgeable with the educational changes.	Maximizing Professional and Continuing Education
Participant 2	<i>Consider respecting individual notions, convincing people that they're proposing will be better. Formulate strategies and frameworks for implementing something new and hopefully better</i>	Hearing other's ideas and notions on the development of the institution through devising frameworks and strategies to boost the pedagogies and instructions.	Collaborating with the Community in Devising Strategies and Frameworks
Participant 3	<i>Assess and evaluate all the possible needs of the faculty and students based on the objective of the university.</i>	Utilization of Needs Analysis in different areas of the school such as teachers, school plants, student affairs, etc.	Implementation of Needs Analysis
Participant 4	<i>Establishing proper communication channels and transparency in providing information with the program coordinators and faculty members.</i>	Creating and opening good communication platforms in establishing proper designation of work, tasks and coordination of the whole community.	Focusing in Developing Communication platforms to enhance work production and coordination
Participant 4	<i>Flexibility and adaptability as well as decisiveness in making decisions on the fly. There are situations wherein you are beset with time to seek advice from colleagues and superiors so being flexible, adaptable and decisive is a must that is why I was able to handle and manage changes in the college. Moreover, having high emotional intelligence and being empathetic with your colleagues' and subordinates' plight are a huge plus. Taking their feelings and situations in consideration would promote</i>	Manifesting the capacity for flexibility and adaptation, in addition to the capacity to make quick judgments and decisions when deemed necessary. This exudes a positive mindset and high morale persona to the subordinates and the community.	Exuding Positive Mindset and High Morale Standards for the Community

	<i>better morale among them and most of the time these will make relationships stronger.</i>		
Participant 5	<i>Transformative management</i>	Transformational management is a type of leadership in which management guides an institution through a change in its mission, methodology, or other fundamental aspects of its operations. In addition to driving organizational transformation, transformational leaders must also manage staff morale, which is frequently a challenge during times of change.	Embodying Transformational Leader
Participant 6	<i>There must be enough time and resources in managing change.</i>	Allotment of time for the different academic changes and managing the problems to be able to get the solution.	Proper Management of Time
Participant 7	<i>I take into account the organizational culture, I use this as a springboard for cooperation. I also involve department heads in the decision-making and I make sure to give them involvement in every task for them to clearly understand what the changes are all about.</i>	Putting in consideration the support and presence of the community, from department heads to the teachers, while anchoring it in the bounds of institutional culture.	Involvement of the Community in Connecting School Changes with the Institutional Culture
Participant 8	<i>When people are consulted and their opinion is heard prior to any change in policies or in practice is the best approach in introducing changes.</i>	Putting in consideration the support and presence of the community, from department heads to the teachers, while anchoring it in the bounds of institutional culture.	Involvement of the Community in Connecting School Changes with the Institutional Culture
Participant 9	<i>We have the shared vision, understanding the culture of the campus, being strategic and designing organizational structures</i>	Putting in consideration the support and presence of the community, from department heads to the teachers, while anchoring it in the bounds of institutional culture.	Involvement of the Community in Connecting School Changes with the Institutional Culture
Participant 10	<i>Trust and confidence with assigned department heads to do the right thing and make appropriate decisions</i>	Inculcating trust, support, flexibility in the work and confidence to the academic and non-academic staff in order to make appropriate moves for the development of the institution.	Empowering Academic and Non-Academic Departments with Trust, Support, Flexibility and Confidence

Participant 11	<i>We first conduct orientation with our faculty and consult them with this, so that we are all on the same pages.</i>	Preparing for the institution through orientation or pre-employment meetings to be in a unified track towards adaptation to change.	Preparation of the Institution of the Changes for a Unified Processes and Pedagogy
Participant 12	<i>We conduct a series of meetings / training specially on preparation of instructional material and the use of Learning management.</i>	Preparing for the institution through orientation or pre-employment meetings to be in a unified track towards adaptation to change.	Preparation of the Institution of the Changes for a Unified Processes and Pedagogy
Participant 13	<i>Keeping our methods and approaches in accordance to the prescription of the university so as to stay focused and not be confused in the process. With the many talented & gifted faculty in the college, it can be challenging to keep their suggestions of methods and practices freely expressed and keep the main thing, the main thing.</i>	Hearing other's ideas and notions on the development of the institution through devising frameworks and strategies to boost the pedagogies and instructions.	Collaborating with the Community in Devising Strategies and Frameworks
Participant 14	<i>With so many smart and accomplished faculty members in the institution, it might be difficult to retain their proposals of techniques and practices openly voiced while maintaining the focus on the main objective.</i>	Hearing other's ideas and notions on the development of the institution through devising frameworks and strategies to boost the pedagogies and instructions.	Collaborating with the Community in Devising Strategies and Frameworks
Participant 15	<i>Being flexible, adaptable, and decisive helped me manage the college's changes when I didn't have time to consult colleagues and superiors. Emotional intelligence and empathy for coworkers and subordinates are also valuable. Considering their feelings and situations boosts morale and usually strengthens relationships. Using the university's methods to minimize confusion and retain focus. With so many clever and competent faculty members, it may be challenging to keep their approaches and</i>	Inculcating trust, support, flexibility in the work and confidence to the academic and non-academic staff in order to make appropriate moves for the development of the institution.	Empowering Academic and Non-Academic Departments with Trust, Support, Flexibility and Confidence

	<i>practices freely stated while focusing on the core goal.</i>		
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Looking at the above table, the manifestations of the best practices in different institutions, added from the emerging themes that were taken from the categories, were presented through the following themes: (1) Maximizing Professional and Continuing Education, (2) Collaborating with the Community in Devising Strategies and Frameworks, (3) Implementation of Needs Analysis, (4) Focusing in Developing Communication Platforms to enhance Work Production and Coordination, (5) Exuding Positive Mindset and High Morale Standards for the Community, (6) Embodying Transformational Leader, (7) Proper Management of Time, (8) Involvement of the Community in Connecting School Changes with the Institutional Culture, (9) Empowering Academic and Non-Academic Departments with Trust, Support, Flexibility and Confidence, and (10) Preparation of the Institution of the Changes for a Unified Processes and Pedagogy.

To discuss them further, different analyses and explanations were pointed out by the school administrators in the context of their respective school processes and mechanisms.

Maximizing Professional and Continuing Education

The more career development and professional enhancement the academic community receives, the greater the likelihood of student success. To ensure their success, all new instructors, teachers and administrators should participate in some type of professional development, such as a workshop, conference, or meeting (National Education Association, 2019).

This was approved by the different school administrators in their statement when asked of their best practices. This theme came from the response of Participant 1 which focused on the strengthening of professional development. Hence, the characteristic formed was: Heightening continuing education and professional training to give more focus with the effectiveness of teachers in the institution empowering them and be more knowledgeable with the educational changes.

In the article published by Queens University of Charlotte (2022), students expect that their professors will be knowledgeable in the subjects that they teach. This indicates that instructors should have the ability to answer any question that is posed to them by a student. Through participation in programs for professional development, educators have the opportunity to broaden their expertise in a variety of subject areas. When a teachers participate in additional professional development opportunities, they increase their level of expertise as well as their understanding of the field.

Thus, it can be seen that the implementation of the development of professional education includes benefits that accrue to both students and teachers; however, the most major benefit is that it assists teachers in developing into more capable future school administrators and in becoming better instructors. In the end, as a transformational leader, ongoing professional development should be taken into consideration for educators, especially in facing the changes in the educational milieu, is the best method to construct the classroom of one's dreams since it assists teachers in overcoming the tremendous challenges they confront on a daily basis in the classroom.

Collaborating with the Community in Devising Strategies and Frameworks

This theme had a meaning of: Hearing other's ideas and notions on the development of the institution through devising frameworks and strategies to boost the pedagogies and instructions.

The meaning came from the responses of the partakers of the study. According to Participant 2, "Consider respecting individual notions, convincing people that they're proposing will be better. formulate strategies and frameworks for implementing something new and hopefully better". Participant 13 agreed with that. He mentioned, "Keeping our methods and approaches in accordance with the prescription of the university so as to stay focused and not be confused in the process. With the many talented and gifted faculty in the college, it can be challenging to keep their suggestions of methods and practices freely expressed and keep the main thing, the main thing." Aside from that, Participant 14 mentioned, "With so many smart and accomplished faculty members in the institution, it might be difficult to retain their proposals of techniques and practices openly voiced while maintaining the focus on the main objective."

Hence, it has been repeatedly demonstrated and reported by Pride Surveys (2020) that consistent community involvement and engagement at all levels of the school has considerable short- and long-term advantages. According to a recent policy brief from the National Education Association (NEA), "When schools, parents, families, and communities collaborate to promote learning, children tend to achieve higher grades, attend school more frequently, remain in school longer, and enroll in higher level programs." Considering these significant benefits, it is evident that your school's focus should be on expanding community participation programs and opportunities.

Thus, as a transformational leader, it is important to consider and imbibe in consideration the thoughts and ideas of others on the institution's growth through the creation of frameworks and techniques to improve pedagogies and instruction. In turn, these participations will grow as a fruition of the development needed for the acceptance and adaptation of changes in the educational milieu.

Implementation of Needs Analysis

Needs analysis is the controlled, systematic process of evaluating people or teams in terms of their skill development. In this context, the term "needs" refers to the training and upskilling requirements of an individual or group in order to achieve peak performance. This was used by the participants in their system updating.

This theme was pointed out based on the meaning of: Utilization of Needs Analysis in different areas of the school such as teachers, school plants, student affairs, etc. Participant 3 mentioned, "Assess and evaluate all the possible needs of the faculty and students based on the objective of the university."

The evaluation of a learner's needs is a component of building learner awareness and autonomy for both the instructors and the school in the process of adjusting to change. Asking kids what they think they need to work on most as a first step is a fantastic idea. This is a part of what has to be done. In addition to providing statistical data, it has the potential to stimulate the institution to reflect on their learning development plans and to bear responsibility for it (British Council, 2021).

As a result, it would be essential to conduct analysis in the role of a leader in order to be able to note where the institution is in the midst of the changes, the capacity to be able to adapt to the modifications, and the required requirements or required tools for the development of the institution. In order to be able to meet the needs of the community and design a strategy that is responsive to changes in the environment, transformative leaders should be aware of the community's pulse.

Focusing in Developing Communication Platforms to enhance Work Production and Coordination

This theme revolved around the characteristic: Creating and opening good communication platforms in establishing proper designation of works, tasks and coordination of the whole community.

Participant 4 shared. "Establishing proper communication channels and transparency in providing information with the program coordinators and faculty members."

Reliable evidence from the study of Vaughan (2018) demonstrated that excellent communication had a substantial positive impact on a company. Among its documented advantages were: greater efficiency, improved service and product quality, increased levels of confidence and commitment, enhanced employee and teachers' involvement and levels of innovation, increased employee job satisfaction and employee morale, improved workplace

interactions, higher adaptability to change, lower absenteeism, reduced personnel turnover, fewer industrial disturbances, and cost reductions.

In turn, communication enhanced the processes internally and externally. Thus, it is important that a transformational leader focuses on strengthening communication platforms. These platforms can go across parents, students, teachers and external linkages. Thus, work can still be efficient even in distant locations.

Exuding Positive Mindset and High Morale Standards for the Community

The next theme was adhering more to a more personal and character-centered practices inculcated by the institution. This theme was formed from: Manifesting the capacity for flexibility and adaptation, in addition to the capacity to make quick judgments and decisions when deemed necessary. This exudes a positive mindset and high morale persona to the subordinates and the community.

Added by Participant 4, “Flexibility and adaptability as well as decisiveness in making decisions on the fly. There are situations wherein you are beset with time to seek advice from colleagues and superiors so being flexible, adaptable and decisive is a must that is why I was able to handle and manage changes in the college. Moreover, having high emotional intelligence and being empathetic with your colleagues' and subordinates' plight are a huge plus. Taking their feelings and situations into consideration would promote better morale among them and most of the time these will make relationships stronger.”

Etiquette in the workplace is crucial to building a successful firm with delighted and devoted team members. High ethical standards can enable stakeholders, including staff, teachers, lay managers, students, parents and anyone participating in educational operations, feel as though their interests are being protected. By intentionally incorporating ethical principles into their structures, firms may consider the best interests of their workers while retaining a beneficial impact on individuals impacted by their procedures (Indeed Editorial team, 2021).

In turn, teachers and other stakeholders will often follow suit and protect the best interests of the institution by acting ethically in their day-to-day activities. This may be accomplished through modeling ethical behavior of the transformational leader for others to visualize.

Embodying Transformational Leader

When it comes to education, transformational leadership is a paradigm that may be used as a guide for educators (deans, administrators, professors, and instructors) to lead by setting an

example. It places a strong importance on developing community ties, which in turn encourages higher levels of accomplishment on the part of both students and teachers.

This came from the characteristic: Transformational management is a type of leadership in which management guides an institution through a change in its mission, methodology, or other fundamental aspects of its operations. In addition to driving organizational transformation, transformational leaders must also manage staff morale, which is frequently a challenge during times of change.

Because this was used as a paradigm by Participant 5 in their institution, it was a proven technique to solve the ongoing opportunity and achievement inequalities between dominant and minoritized pupils and of strengthening democratic engagement in civic society.

In other domains, such as business, non-profits, social services, or sociocultural support organizations, Transformational Leadership offers a complete means for leaders to reflect on how to establish fair, inclusive, and good settings for both clients and staff (Shields, 2020).

Proper Management of Time

This theme was formed from the characteristic: Allotment of time for the different academic changes and managing the problems to be able to get the solution.

As mentioned by Participant 6, “There must be enough time and resources in managing change.”

In order to properly prepare for the implementation of the change happening in education, administrators must manage time effectively. To be more specific, administrators need to ensure that they start the process with a sufficient amount of time so that they may investigate the many change models that are available and make an informed decision on which one to use (Change Management Blog, 2018).

Transformational leaders are able to encourage, inspire, and motivate their staff to perform in ways that generate significant change via the effective use of their time. The end result is an engaged workforce that is given the authority to innovate and contribute to the organization's overall trajectory toward future success. In a sense, managing time amidst educational change can be very difficult for it is a necessity yet unknown how long can the discovery be done.

Involvement of the Community in Connecting School Changes with the Institutional Culture

Culture of an organization may be defined as the set of shared values, norms, and customs that all members of the group adhere to and use as a basis for their behavior. This theme manifested from: Putting in consideration the support and presence of the community, from Department Heads to the teachers, while anchoring it in the bounds of institutional culture.

According to Participant 7, “I take into account the organizational culture, I use this as a springboard for cooperation. I also involve department heads in the decision-making and I make sure to give them involvement in every task for them to clearly understand what the changes are all about.” Same goes with Participant 8; she said, “When people are consulted and their opinion is heard prior to any change in policies or in practice is the best approach in introducing changes.” In the words of Participant 9, they have a shared vision, comprehend the school culture, are strategic, and develop organizational structures.

In a study of Kezar (2018), the researchers looked at the impact that institutional culture has on the evolution of higher education institutions like colleges and universities. In this study, holistic transformation in six different businesses is analyzed using an anthropological methodology and a cultural framework consisting of two tiers. According to the findings, institutions ought to first conduct audits of their own institutional cultures before beginning the process of reforming higher education.

In this sense, the importance of acknowledging change and going with it is necessary; however, it has to be in line with the roots, beliefs and core of the institution. In this way, the identity of the institution will not fade away in the generations of change to come.

Empowering Academic and Non-Academic Departments with Trust, Support, Flexibility and Confidence

The theme focused on the characteristics: Inculcating trust, support, flexibility in the work and confidence to the academic and non-academic staff in order to make appropriate moves for the development of the institution.

OECD iLibrary (2019) conducted research to study the factors that are relevant to the empowerment of teachers. These factors include leadership traits, the decision-making processes of schools, as well as the feelings, actions, and working environments of teachers. It begins by elaborating on a variety of facets associated with the autonomy that principals and teachers enjoy, in addition to the instructional and distributed leadership that principals are able to exercise. It examines the self-efficacy of teachers as well as the relevance of teamwork in their professional activity in the later portions of the article. This chapter comes to a close by providing a description of the viewpoints held by school principals and teachers concerning the shortages of resources that

may hinder their capacity to provide high-quality education. Additionally, it examines the priorities that teachers have for allocating funds inside educational institutions.

The empowerment of academic and non-academic workers leads to unrivaled levels of engagement and enfranchisement among those employees, which is what transformational leaders are responsible for. Peers and employees alike not only acquire self-confidence and become more equipped for the job, but they also improve in areas such as dedication, strategic thinking, intuitive creativity, and analytical brilliance. This is because of the way in which the program is designed.

Preparation of the Institution of the Changes for a Unified Processes and Pedagogy

Knowing the change to happen is one thing. However, preparing the institution for educational changes is another. The theme was taken from the characteristic: Preparing for the institution through orientation or pre-employment meetings to be in a unified track towards adaptation to change.

Burner (2018) concluded in his research on why is educational change so difficult and how can we make it more successful that everyone has some experience with change, whether it be that they have sought to change themselves or that they have tried to change others. He drew this conclusion from the fact that everyone has tried to change at least one other person. Change may be positive or negative; it can make us feel inept or it can make us feel masterful; we can want it or we can perceive opposition to change; change can make us feel competent or it can make us feel inept. A widening range of educational policies are being developed with the underlying objective of increasing the educational experiences of students by placing an emphasis on the students' individual learning and development.

The act of planning and calculating how the school will adapt to the most significant shifts in educational achievement is something that has to be done. Even if there will be opportunities for mistakes and learning from them, conveying these things to the environment of the institution would prepare people for what is to come and how to handle the adjustments that are essential for an institutional adaptation to change.



FIGURE 1. TRANSFORMATIONAL LEADERSHIP BEST PRACTICES FRAMEWORK

As seen in Figure 1, the proposed Transformational Leadership Best Practices Framework is presented.

In the middle is the name of the framework focusing on the four major concerns of the study: Pedagogy, Curriculum and Instruction, Educational Policy, and Assessment which were all targets or subjects for educational changes if deemed seen in an institution. It is shown to be cyclical for it is interconnected with each other for it affects one another.

With these, the anchored best practices were given in the third outer level of the framework. These best practices were: (1) Maximizing Professional and Continuing Education, (2) Collaborating with the Community in Devising Strategies and Frameworks, (3) Implementation of Needs Analysis, (4) Focusing in Developing Communication Platforms to enhance Work Production and Coordination, (5) Exuding Positive Mindset and High Morale Standards for the Community, (6) Embodying Transformational Leader, (7) Proper Management of Time, (8) Involvement of the Community in Connecting School Changes with the Institutional Culture, (9) Empowering Academic and Non-Academic Departments with Trust, Support, Flexibility and Confidence, and (10) Preparation of the Institution of the Changes for a Unified Processes and Pedagogy.

These practices address the concerns and challenges found out in this study. The best practices pointed out the major areas of the study for it highlights how the Higher Education Institutions call for the need to manage educational changes.

This framework focuses on the following:

1. Increasing ongoing education and professional development to place a greater emphasis on the efficacy of instructors in the institution, so empowering them and enabling them to be more aware of educational trends.
2. Hearing the thoughts and ideas of others on the institution's growth through the creation of frameworks and techniques to improve pedagogies and instruction.
3. Utilization of Needs Analysis in several school areas, including instructors, school facilities, student issues, etc.
4. Creating effective communication channels in establishing the correct allocation of labor, duties, and community coordination.
5. Possessing the ability to be flexible and adaptable, as well as the ability to make rapid judgements and decisions when required. This demonstrates a good attitude and strong morale to subordinates and the community.
6. Transformational management is a style of leadership in which management guides an organization through a change in its mission, methodology, or other core operational features. In addition to promoting organizational transformation, transformational leaders must also manage worker morale during times of transition, which is usually a difficulty.
7. Allocation of time for academic modifications and problem management in order to reach a resolution.
8. Taking into account the support and presence of the community, from department heads to instructors, within the constraints of institutional culture.
9. Instilling trust, support, flexibility in the workplace, and confidence in the academic and non-academic personnel in order to make the best decisions for the institution's progress.
10. Through orientation or pre-employment meetings, the institution is unified in its preparation for change adaptation.

IV. Conclusion

With the summary of findings the following conclusions were drawn to answer the Statement of the Problems pointed in this study:

1. In terms of overviewing how the school administrators in Higher Education Institutions (HEIs) facilitate academic changes in pedagogy, curriculum and instruction, assessment, and educational policies, the following were concluded:
 - a. The school administrators of the HEIs facilitated changes in pedagogy by utilizing alternative methods and manners, creating synergies in supporting pedagogical change, immersing teachers in trainings and seminars, applying the researched data on pedagogical changes with testing and evaluation, tenuous attunement in terms of adaptation to pedagogical change, gathering the community's perception of pedagogical changes, and accepting the change.
 - b. Participants were able to focus on critical examination of the curricula, adherence to the order of the standards, utilization of current evaluation tool for new learning competencies, development of skills and preparations of the community with the changes, acknowledging the use of research, and increase in the effectiveness of communication within the academic community when it came to managing changes for curriculum and instruction.
 - c. In facilitating changes for assessment, the participants said that they were following a policy, looking at the quality outcome made from assessment, reviewing the assessment, utilizing other platforms, applications, and tools, cascading information to the appropriate designation, using approaches in addressing assessment changes, and benchmarking with other institutions regarding academic assessment changes are all examples of things that need to be done.
 - d. The role of educational policy implementers, articulators of mission, vision, and goals of the institution, effective communication disseminators of policies, followers of policies to be implemented, harmonious collaborators to empower subordinates, and information verifiers of new updates on educational policies were all played by school administrators in the process of managing changes to educational policy.
2. In a lighter note, the best practices of the school administrators collated from the findings in order to facilitate institutional and educational changes were focused on maximizing professional and continuing education, collaborating with the community in devising strategies and frameworks, implementation of needs analysis, focusing in developing communication platforms to enhance work production and coordination, exuding positive mindset and high moral standards for the community, embodying transformational leader,

proper management of time, involvement of the community in connecting school changes with the institutional culture, empowering academic and non-academic departments with trust, support, flexibility and confidence, and preparation of the institution of the changes for a unified processes and pedagogy.

3. Lastly, with the data, the research provided a Transformational Leadership Best Practices Framework that umbrellas the four specific fields of this study: pedagogy, curriculum and instruction, assessment, and policy. This streamlines the best practices and addresses the problems that were encountered making sure to manage educational changes in the aforementioned areas.

V. Recommendations

1. The researcher would like to recommend the kind of nature of study in a quantitative aspect for the future researchers who will venture this kind of topic as their research. It can be in a form of assessment of the management mechanism in coping with educational changes in the new era of educational milieu. This way, it can be measured by the assessment of how far these mechanisms affect the totality of the institution.
2. The researcher would also want to recommend to the school administrations to know the departmental ways on how they were able to manage educational changes in the important aspects: policy, assessment, curriculum and instruction, pedagogy.
3. The researcher would also recommend additional areas for the future researchers which can also be affected by educational changes: student affairs, school plant management, and institutional budgeting.
4. Aside from knowing the problems, the researcher would also want to note the immediate solutions that the institution used in order to address the problems. This can be recommended for the school administrators.
5. It is recommended to use the framework and see the assessment of the use of the framework to the institution to all of the school administrators. They can also make some customization fit to the culture of their schools.
6. Lastly, it is also recommended to create a program on Transformational Leadership narrowing the Transformational Leadership Best Practices Framework to the deans, school administrators and the like. In this way, the areas underscored shall be pointed out using Developmental Plans or Action Plans. This can have a concrete program for the Institutions which they can follow and customize for their perusal.

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