

Leadership Practices among Private Higher Education Institutions: Basis for Transformational Leadership Model

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ABSTRACT

Leadership is the foundation and basis of an organization's success. Its context has been melded in Private Higher Education Institutions by the shifts in technological modes of teaching and learning and its response to the demand of the new generation and competition. The purpose of this research is to identify leadership practices and their effectiveness that will help private higher education

institutions achieve institutional goals and vision, manage their operations, maintain good relationships, and lead with a high-quality education. The study used a quantitative research design to determine and assess the effectiveness of leadership practices among private education institutions in the 2nd district of Albay, likewise using descriptive statistics to interpret the study findings. The analyzed data revealed that the respondents 'agree' that their institutional leaders have demonstrated their management skills in terms of academic leadership (3.43), human resources (3.29), financial resources (3.15), and facilities and equipment (3.09); thus, their leadership skills along intrapersonal skills (3.34), interpersonal skills (3.3), and innovation skills (3.18). However, there are problems encountered by the respondents along with the leadership skills of their leaders. Therefore, developing a transformational model is necessary to address further development and ensure their long-term success and sustainability.

Keywords — Institutional Research, innovation skills, interpersonal skills, intrapersonal skills, private higher education institutions, quantitative research design, Philippines

INTRODUCTION

In the lively changes of the new era or the 21st century, Private Higher Education Institutions (PHEIs) are not free from transitions and challenges along with other business organizations. Its context has been melded by the shifts in modes of teaching and learning, impacts of technology, mobility of students and its response to the demand of the new generation, and increase in competition among private institutions. Nowadays, leaders of different organizations are facing more diverse difficulties in managing every aspect of an organization, from daily operations to the achievement of their goals, due to constant threats which include inevitable disruptions and technological innovations. It also became a struggle for them to develop competitive people as well as a sustaining partnerships with their stakeholders (Yildiz & Budur, 2019).

Leadership is the foundation and basis of an organization's success, and the person who initiates and drives the path to its success crucially enhances the skills of his people to ensure the organization's profitability even through challenges (Toker, 2022). It is a function and not just a role of showing direction and influence to the followers, so a leader must be a real

collaborator who shares goals to achieve by providing a sense of purpose and vision (Budur, 2020).

In line with this, leadership is required to provide and create great value in producing results in terms of procedures, knowledge, and innovation (Shaw et al., 2021). Academic administrators must possess the right effective skills, such as learning skills, literacy, and life skills, which are also called the “transversal,” “transferable,” and “soft” skills or competencies, to create the change necessary for the institution which people can also follow, as it ensures education system that goes beyond cognitive domain to improve learning outcomes (Vivekanandan & Louis, 2020). To support this, Biao (2018) mentioned that these skills, including global citizenship, problem-solving, and ICT and digital literacy (McNulty, 2018), impact academic success, so they must complement foundational skills.

In the academe, the leaders are those who take responsibility and multi-functions. These leaders are responsible for providing equity among students and faculties, managing the school’s resources, and identifying and resolving conflicts within the institution (Budur et al., 2021; Mohammed et al., 2020). As mentioned by Yildiz and Budur (2019), they are also helping teachers in creating and developing techniques in the delivery of instructions and means to attain a higher learning rate for student satisfaction. Leadership is not a generalized function since it includes leading in training and developing interpersonal skills, thinking critically in creating a vision, and leading people for collaboration and motivation (Ali et al., 2020). Thus, simple words cannot define leadership since its nature is beyond just accomplishing tasks, especially during transitions (Altun, 2017).

Changes and challenges have remarkably become the nature of the education system. As of 2020, there are 1,949 higher education institutions in the Philippines, and the number of students enrolled in private higher education institutions reached 1.83 million, according to International Trade Administration [ITA] (2022). In this regard, the Philippine Department of Education and the Commission on Higher Education (CHED) then led the transition of the Philippine education system that started in 2016.

In the Bicol Region, there are 115 PHEIs recognized, wherein 22 PHEIs are in the 2nd district of Albay. As of 2018–2019, CHED recorded that 72,336 students were engaged in PHEIs. Sixty-seven percent (67%) or 44,638 were enrolled in 19 large universities and more than 1,000 students in PHEIs. Thirty-eight percent (38%) or 27 698 students were administered among

the 96 PHEIs with fewer than 1,000 students, also known as small PHEIs. To effectively attend to these students, the potential of ICT development in leaders and faculties is recognized to enable creative working, and critically analyze digital information to address the problem (McNulty, 2018).

According to Dayagbil et al. (2021), it is determined that higher education institutions must swift to flexible teaching and learning methods, encourage the faculty, upgrade the infrastructure, implement a strategic plan, and evaluate and modify every aspect of the plan to ensure teaching and learning continuity. In 1970, the Presidential Commission to Survey Philippine Education (PCSPE) stated policies and recommendations to strengthen higher education. Among others, it recommended that schools should join or organize accrediting associations and that a Federation of Accrediting Agencies (FAAP) be established. Laws and regulations have been provided to state the government's policy on accreditation to ensure quality education.

Some of the PHEIs accreditation bodies are the Philippine Accrediting Association of Schools, Colleges, and Universities (PAASCU) and the Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA), wherein the PAASCU process promotes principles and practices standards to ensure the existence of excellent institutions, which detailed eight areas and 23 standards that should be met by the applicants. In contrast, the PACUCOA specified its principles, characteristics, and process of accreditation and standards for a PHEI to pass for its accreditation.

To meet these needs and address the current problem, including teaching, the conduct of research, and the PHEIs' contribution to society, the development of educational institutions focused on Learning Management Systems which give them the opportunity to deliver training and learning effectively (Yusuf et al., 2019). The downside of the application of technology, along with the adjustment of policies and facilities in the institutions, also became a burden to all involved and concerned. The management of the facilities also impacts opportunities (Atkin & Bildsten, 2017); therefore, this is a clear call for an effective and competent academic leader, thus, must have a wide range of management and leadership skills (Ariffin et al., 2022).

In conducting this study, the presidents and administrators of PHEIs will be delighted to sustain high-quality education for students and faculty teaching and development. Accreditation standards will be met, and internal

institutional issues will be resolved through the results and recommendations gathered and formulated to be applied relevant to a transformational leadership model that will be designed to be suitable for every institution.

The proposed and designed leadership model may provide more insights and strategy to surpass difficult times faced by the leaders and administrators in sustaining the academic business life span. This study will be conducted to identify leadership practices and their effectiveness that will be of help to private higher education institutions in terms of skills and abilities, as well as the challenges that affect or serve as an obstacle in achieving institutional goals and vision, along with the management of their operations, maintaining a good relationship with their stakeholders and leading with high-quality education and motivation for its faculties and employees.

OBJECTIVES OF THE STUDY

The main objective of this study is to determine the leadership practices of PHEIs in the province of Albay. Specifically, this study aims to: (1) determine the leadership practices of PHEIs in the 2nd district of Albay in terms of Academic Leadership, Human Resources, Financial Resources, and Facilities and Equipment, (2) assess the effectiveness of the leadership practices of PHEIs in terms of Intrapersonal skills, Interpersonal, and Innovation skills, (3) identify the challenges encountered by the PHEIs along the above-mentioned variables, and (4) propose a transformational leadership model for PHEIs.

FRAMEWORK

Various theories on leadership have been presented in numerous studies to explain the behaviors and practices of existing influencers and instructional leaders. However, changes are constant and at full tilt. Thus, it is crucial to identify the skills of an individual who will manage and influence entire organizations and institutions, especially in changing situations (Korejan & Shahbazi, 2016).

This study is embedded in Administrative Leadership Theory, Behavioral Theory, Transactional Theory, and Transformational Leadership Theory, which served as a supporting framework in the conceptualization and conduct of the study.

The theories support this present study. The significance of each theory to the research is relevant and connected, in which a firm conclusion can be formulated from them. The focus of this study is the leadership practices of PHEIs and their effectiveness in identifying the challenges encountered by the administrators and the PHEIs, and to be guided in designing the transformational leadership model for PHEIs in general and make way for change implementation for the institution's competence and sustainability.

Administrative Leadership Theory is about influencing people to move and develop the organization. Successful administrative leaders effectively establish systems that ensure and sustain necessary operational functions to meet the needs of their respective institutions. Administrative leadership or management theory was proposed by Henry Fayol in 1841, which has two important aspects, which are operational leadership and strategic leadership. Operational leadership refers to the activities such as hiring, mentoring, and supervising staff, planning and monitoring budgets and establishing and maintaining a positive work environment and climate. Meanwhile, strategic leadership involves leading the direction of the organization with a futuristic and positive mind. The leaders explain the purpose and their vision meaningfully, inspire their people to pursue the shared vision, and make sure their goals and outcomes are aligned and both achieved.

This theory is embedded in this study to determine the leadership practices of the PHEIs in the 2nd district of Albay and explain how the academic leaders manage their respective institutions in terms of four variables which are academic leadership, human resources, financial resources, and facilities and equipment. The administrative leadership theory supports and guide the leaders on what and how an effective institution is achieved to meet the expectation of its staff and constituencies, relevant to the work of teaching and learning, and achieve program outcomes, as well as establishing systems to run a healthy, competitive institution productively and efficiently. In the field of education, these functions are typically considered management functions and are valued as the leaders' important responsibilities and abilities that they must possess.

Another theory is the Behavioral Theory of Ralph Stogdill (1948), which claims that leaders can be taught and suggests that in every situation, a different skill is required, especially in making decisions and communicating to their people the decisions they have made. Hence, a successful leader must have all the factors and qualities suggested since their influence on their

people as motivation will impact the performance and condition of their people, as well as meeting their needs, which is also significant to ensure organizational performance. These abilities are those that administrative leaders must acquire. The behavioral theory supports how the different skills of the academic leaders or the presidents of the PHEIS must be demonstrated and valued, as it impacts not only the performance of the employees and the learning of the students; rather, it is a significant factor and key for the holistic change and success of the institution.

Aside from the latter, the transactional leadership theory, also known as rational-legal leadership, extended by Max Weber in 1947, is also used. In this regard, transactional leaders move people only through the exchange of interests, which means that employees are not self-motivated and only conform to the set structure of the organization that only focuses on outcomes or results and is dependent on reward-penalty results that hinders the organization from achieving sure success, since it only considers the status quo, and the leader is only reactive. This elucidates how other leaders delegate, manage and lead people in their respective institutions on the leader-follower relationship. It is generally used in education in the correspondence between administrators and employees and instructors and students.

Relevant to the given theories, the transformational leadership approach also supported the study to understand leadership further and to build a stronger foundation for an individual to be a leader. This theory was used as a guide in designing a transformational leadership model that will be of use for PHEIs under the study and in general.

Transformational leadership theory was first introduced by James Downtown (1973), expanded by MacGregor Burns (1978), and developed further by Bernard Bass (1985). Its focus is on achieving optimistic change in either human or social structures. This theory helps in the integration of values, motivation, and morale of the employees for them to be flourished as their preparation to be future leaders. In other words, transformational leadership is about developing and transforming subordinates or followers into great leaders as support for the entire organization. It has already contributed to high-performance outputs and results in distinct organizations. In this approach, the strengths and weaknesses of his people are identified, along with attending to their needs and providing them support as he is leading by example to develop a sense of responsibility and obedience.

Furthermore, transformational leadership elucidates how leaders can manage change implementation through the four key factors; inspirational motivation, intellectual stimulation, individualized consideration, and idealized influence, which are necessary for organizations. In the academe, especially in private higher institutions, it is also important to acknowledge the importance of transformational leadership since teaching faculties and even non-teaching personnel are required to coordinate and collaborate with the administrators as leaders. This will strengthen relationships and will eventually create a positive impact on their performance in achieving institutional goals, especially in the encountered swift process transitions that greatly impact internal operations.

Thus, this study suggests a corresponding transformational leadership theory that will lead to more integrated, effective management and direction of the institutions by means of creativity and new insights for the institution and its people (Susilo, 2019).

All the theories that support this study elucidate the significant factors that impact and determine the success and life of every business, especially in terms of the effectiveness of leadership practices in PHEIs (Arjona, 2021). The personal trait theory and behavioral theory feature that leaders have a great influence on their people in terms of motivation and communication, which bridges the gaps between employee and employer relationships as well as the flow of institutional operations (Aizza Anwar et al., 2018).

Conversely, transactional leadership and transformational leadership theory emphasize the significant differences in their effectiveness as applied in diverse types of institutions, which bring positive results in organizational competitiveness through innovation and creativity in implementing change (Sugiana et al., 2021). Thus, it is supported that transformational leadership is the most dominant and must be integrated to ensure institutional sustainability and its lifespan (Thompson & Glasø, 2018). In relevance to this, to ensure the effectiveness of transformational leadership practices, there must be a useful model for change leadership practices for recommending measures to address the difficulties in implementing the latter type of leadership. This can serve as a guide or road map for the institution's working group and their leaders, which will enhance faculty and staff capacity and overall institutional success (Kositpimanvach et al., 2021).

To further elucidate the theoretical discussion, the paradigm of the study on Leadership Practices among Private Higher Education Institutions in the

Province of Albay: Basis for Transformational Leadership Model is illustrated below.

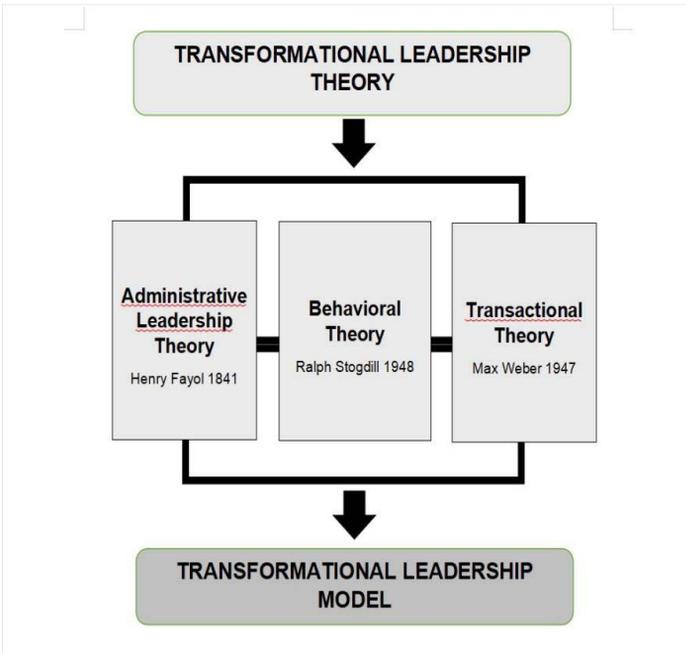


Figure 1. Paradigm of the study

METHODOLOGY

Research Design

The study utilized a descriptive quantitative research design since the data gathered were only used as substantial input to determine the leadership practices and assess the effectiveness of the leadership practices among the private education institution in the 2nd district of Albay and to determine the changes and integration of the evaluated practices that will be of help for the participants in the operation and management of their respective institutions.

Research Respondents

The respondents of the study were the administrators, including the VPs, program heads, faculties, and non-teaching personnel from Divine Word College of Legazpi (DWCL) and Bicol College (BC), with a total of 466 staff as possible target respondents. The respondents answered the survey questionnaires to assess the effectiveness of the leadership practices among the selected PHEIs. The profiles of the respondents were gathered and treated with confidentiality, which is included in the questionnaire. The two colleges have a combined population of 466 staff members, 326 from Divine Word College of Legazpi (DWCL) and 140 from Bicol College (BC).

Instrumentation

The researcher distributed survey questionnaires to the respondents, utilizing the Multifactor Leadership Questionnaire of Bass and Avolio, 21st Century Skills, and Education 4.0 as bases and guides for the effective formation of the research instrument. This instrument was used to assess the leadership practices of selected PHEIs along with the given variables. Document analysis was also used to gather data to support the study.

The survey questionnaire for the respondents included 65 questions, including their basic information as the preliminary information. The first part of the questionnaire contains questions about the leadership practices of the chosen PHEIs' presidents relevant to the given variables, their strategies in leading their people, and in responding to the current crisis and managing the institution. While the second part is for the effectiveness of the leadership practices as demonstrated by the leaders of the PHEIs under this study.

The researcher initially recognized the chosen problem and conceived the title regarding the leadership practices of presidents in private higher education institutions. Subsequent to the presentation of the title and its approval by the panel with the help and consultation from the adviser, the researcher disseminated survey questionnaires to respondents by presenting beforehand the request for permission to pursue the process and conduct of the study to gather the data needed to be gathered, by having an on-site visit to each PHEI. The primary source for this research came from the respondents' data gathered for analysis and inferencing. Data from related research and studies, books and other articles served as secondary sources.

Data Collection

To shed further light on the sample, participants of the study were selected using the stratified random sampling technique. This technique was adopted because of the feasibility of obtaining accurate answers and access to the participants since there are different departments involved in each school. The study also adopted Slovin's Formula to calculate the sample size necessary to achieve a certain confidence interval when sampling the population. The researcher made use of a 5% margin of error in Slovin's formula. Using this, the researcher came up with a reliable sample size to study a given population without having to study the entire population individually (William, 2021).

The study was conducted at selected private education institutions in the 2nd district of Albay, including Bicol College (BC) and Divine Word College of Legazpi (DWCL). The said PHEIs are selected since they are the only PAASCU and PACUCOA-accredited private colleges in the 2nd district. Bicol College is a private, non-sectarian educational institution in Daraga, Albay. It was established in 1941 and had a branch in Juban, Sorsogon, called the Juban Institute. It offers grade school, senior high school, college, and graduate programs. While Divine Word College of Legazpi (DWCL) sprang from a small school, Liceo de Albay (LDA), a diocesan school of Caceres for boys. The school building was at Corners Rizal St. and Maria Clara St. (now Fr. Joseph L. Bates St.), Legazpi City. The lot was donated by the Calleja family of Legazpi City. It also offers grade school, senior high school, college, and graduate programs.

The data analysis technique used in the study was descriptive statistics. The researcher presented the data in a thematic manner and showed the results in tables to interpret the findings of the study. The weighted mean is used to treat appropriately objectives number 1 and 2. And ranking is used for objective number 3. The researcher personally conducted the tabulation and table creation to interpret the data collected based on the researcher's analysis.

RESULTS AND DISCUSSION

The gathered data was used to determine the respondent's perceptions about the PHEIs' administrators' leadership practices of academic leadership, human resources, financial resources, and facilities and equipment. It assessed its effectiveness along and intrapersonal, interpersonal, and innovation skills

in managing their respective institutions to address the challenges encountered by the respondents regarding their leadership practices in providing healthy learning and working environment as well as the institution’s sustainability.

Leadership Practices of the PHEIs in the 2nd District of Albay

This presents the perceived leadership and management practices of PHEI leaders in the 2nd district of Albay in terms of academic leadership, human resources, financial resources, and facilities and equipment.

Table 1. Leadership Practices of PHEIs in 2nd district of Albay.

Variables	AWM	Interpretation
Academic Leadership	3.43	Agree
Human Resources	3.29	Agree
Financial Resources	3.15	Agree
Facilities and Equipment	3.09	Agree
Average	3.24	Agree

Table 1 shows that the total average weighted mean of the leadership practices PHEI A and B in terms of the four variables was (3.24), interpreted as ‘Agree.’ The facilities and equipment obtained the lowest average weighted mean of 3.09, while academic leadership got an average of 3.43. This implies that the leaders of both PHEIs have good leadership and management skills, which is supported in the article by Tufts University (2020) entitled “At a Glance: Academic Leader’s Role and Responsibilities,” wherein it includes that academic leaders are also responsible also for the administration of departments, the performing roles of the faculty members, enhancing personal and professional development, and providing service and support to constituencies.

Accordingly, in the study of Watson et al. (2019), enhancing institutions’ reputation and success is provided with the essential support of the vision, mission, and academic decision-making, which only means that the leaders and administrators greatly influence the achievement of its people which impacts the institutions’ overall performance (Aqqad et al., 2019).

Despite the positive results of this study, it implies that the management skills of educational leaders should still be refined. Subsequent to the study of Bessing et al. (2021) and Vijayasingham et al. (2020) conclude that the educational leader roles are important to determine the increase

in performance productivity because an effective leader can motivate and mentor an employee to carry out his duties with enthusiasm, dedication, and responsibility.

2. Effectiveness of Leadership Practices of PHEIs in the 2nd District of Albay

The respondents of the two PHEIs were surveyed using the three variables, namely, intrapersonal skills, interpersonal, and innovation skills, to get their perspectives if these skill sets are demonstrated by their educational leaders.

Table 2. Effectiveness of Leadership Practices of PHEIs in 2nd district of Albay.

Variables	AWM	Interpretation
Intrapersonal Skills	3.34	Effective
Interpersonal Skills	3.3	Effective
Innovation Skills	3.18	Effective
Average	3.17	Effective

Table 2 presents the intrapersonal skills, interpersonal and innovation skills of PHEI A and B as perceived by the three groups of respondents, the administrators, teaching staff, and non-teaching staff. As the table shows, these leadership skills obtained a total average weighted mean of 3.17, interpreted as Effective. The interpersonal skills got a 3.3 average weighted mean as the lowest, while the variable that obtained the highest weighted mean of 3.34 is interpersonal skills. It is implicit that the educational leaders of the two PHEIs possess the skill set as they have demonstrated effectiveness. Although findings showed agreeable and effective results of the leadership practices of the two (2) PHEIs, it is still suggested that these skills and management practices must be improved and further developed to ensure the competence and sustainability of the institutions. According to Spina et al. (2021), continuous improvement is an important principle in managing quality in higher education as it empowers the institution to be globally competitive. Higher education institutions are now in a new generation of digital transformation, where they need to adapt to the challenges caused by this to achieve in emerging competitions since this modern era is an opportunity to integrate technology, escalate resources (human, financial, facilities, and equipment) and develop dynamic changes and a model for transformational leadership that will aid enhance the academic leaders' practices.

As supported by Barasa (2021), the technology-driven skills will integrate other competencies such as critical thinking, decision-making, communication, and collaboration for more effective management of academic institutions and the achievement of its goals.

3. Challenges Encountered by the Respondents of PHEIs A & along Intrapersonal skills, Interpersonal and Innovation Skills

In the given results, both PHEI A and B have effectively demonstrated the required skills in promoting quality education and an integrated work environment. However, there are identified challenges that imply that there is still a need for more developments and strategies to overcome the inevitable changes they encounter, to meet demands and achieve institutional goals successfully. It is assumed by Yusuf et al. (2020) that the Education 4.0 revolution addresses the problem, which is crucial for the institution's owners and administrators as it affects their business, the performance of its people, and the learning of the students.

CONCLUSIONS

Based on the gathered data, the researcher concluded that:

The leadership practices of PHEIs were appraised as effective by the respondents in terms of academic management, human resources, financial resources, as well as the facilities and equipment that are perceived as important factors in establishing a competent institution. Carrying out these functions with the ability of the academic leaders impacts the productivity and performance of their employees, student learning, and achievement of institutional goals. This is based on Administrative Leadership Theory by Henry Fayol in 1841, which elucidated that it is about influencing people to move and develop the organization, and successful administrative leaders effectively establish goals that ensure and sustain necessary operational functions to meet the needs of their respective institutions. Likewise, the behavioral and transactional theories feature that leaders have a great influence on their people in terms of motivation and communication, which bridges the gaps between employee and employer relationships as well as the flow of institutional operations (Aizza Anwar et al., 2018).

The academic leaders of the PHEIs hold effective personal skills in leading and managing their people and respective institutions based on the

results. These skills, which include intrapersonal skills, and interpersonal and innovation skills, are required to build a healthy work and learning environment, as well as strengthen relationships. Anchored on the 21st Century Skills and Education 4.0, an academic leader must possess and demonstrate this skill set to make changes and improvements for school growth, which is a necessary action to be competent and achieve excellence, such as technological advancement that must be acquired and provided, since we are already in a modern phase of educational system and condition. Stauffer (2022) also affirmed that these skills are considered to help students and education facilitators to carry on with the speedy pace of this generation.

Based on the given results, the respondents have encountered challenges regarding the leadership skills of their PHEIs' leaders. These leaders must understand and consider continual personal improvement and development to help their employees accomplish their responsibilities. They must be a role model that will lead and guide their people in serving both students and society. Their skills improvement will extend to their people and will strongly inspire and influence them to pursue their personal and professional development.

There are still necessary actions and resolutions to make positive transformative changes in the private higher education institutions under study. This is based on Transformational Leadership Theory introduced by James Downtown (1973), expanded by MacGregor Burns (1978), and developed further by Bernard Bass (1985), which focuses on achieving optimistic change in either human or social structures. This theory helps in the integration of values, motivation, and morale of the employees for them to be flourished as their preparation to be future leaders. In this light, more effective leadership skills and strategies will aid in addressing the identified challenges of the respondents in terms of the leadership skills of their respective presidents. Thus, PHEIs must have a transformational leadership model that will guide them in achieving their goals and sustaining their competence.

TRANSLATIONAL RESEARCH

The findings of the study may be best translated through international journal article publications or various media of communication that can disseminate information, including other materials and means such as newspapers and academic awareness campaigns. The higher education

institutions and their internal stakeholders may reconstruct their institutional policies and build a more competent and sustainable institution by enhancing their programs and implementing interventions. It can be translated by giving this as awareness and guidance to the current and future staff to practice more effective administrative policies and transformative leadership in the institution. Thus, the external stakeholders will be delighted with the positive effects of the transformational practices through the services of the leaders and employees.

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