

# Transformational Leadership In Private Higher Education Institutions (HEIS): The Role Of Program Administrators In Driving Institutional Excellence In Sorsogon Province

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## ABSTRACT

Within higher education's shifting environment, program administrators play a vital role in upholding institutional achievement. Utilizing a descriptive-inferential design, 95 program administrators in private Higher Education Institutions (HEIs) in Sorsogon Province were assessed on their profiles and leadership practices of the 4I's of transformational leadership. Institutional excellence through academic performance was measured. Significant differences in transformational leadership between two districts, as well as problems encountered in transformational leadership implementation, were also analyzed. Findings reveal that administrators demonstrate transformational behaviors, with

Idealized Influence (AWM = 3.70) being the strongest attribute. While institutional excellence reached a high extent, particularly in faculty teaching effectiveness (AWM = 3.39) and licensure exam performance (AWM = 3.29), a notable gap in vision execution exists. A statistically significant difference ( $p = 0.0027$ ) was found between the 1st and 2nd Districts, highlighting varying levels of mentorship and support. The study introduces the Transformational Synergy Leadership Theory (TSLT) to integrate a multifaceted framework to foster a resilient culture of innovation and long-term institutional excellence. In conclusion, although transformational leadership behaviors are demonstrated by program leaders, there is still an existing need for a continuous shift from a traditional to a transformational leadership program framework, ensuring a continuous pursuit of institutional excellence.

**Keywords:** *Transformational Leadership, Institutional Excellence, Program Administrators, Private Higher Education Institutions (HEIs), Sorsogon Province, Transformational Synergy Leadership Theory (TSLT), Academic Performance.*

## INTRODUCTION

Across global contexts, transformational leadership—defined by idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration—has consistently emerged as a key determinant of institutional effectiveness in both educational and organizational settings. Empirical evidence demonstrates that transformational leadership not only enhances organizational performance and employee engagement but also stimulates innovative outcomes and organizational citizenship behaviors, which are essential for adaptive institutional performance (Park et al., 2024; Timotius & Okumus, 2023;

Ullah et al., 2023; Saif et al., 2025). In higher education administration, cross-national studies in Europe, North America, and the Middle East reveal that transformational leaders cultivate environments where faculty and staff demonstrate higher collaboration, professional commitment, and adaptive capacity (Frontiers Editorial Board, 2025; Frasquet et al., 2024; Da BOU et al., 2025).

By aligning individual values with institutional missions, transformational leadership encourages creative work, extra role performance, and proactive problem-solving, contributing to sustained innovation and operational efficiency (Frontiers Editorial Board, 2026; Zhu et al., 2024; Vu et al., 2025). Moreover, recent systematic reviews and empirical studies indicate that transformational leadership plays a strategic role in navigating digitalization challenges and fostering institutional responsiveness within the rapidly evolving Education 4.0 landscape (Kausar et al., 2025). Global research also highlights that transformational leadership promotes knowledge sharing, trust, and organizational learning—factors essential for institutional resilience (Hadi, 2023; Zhao & Wang, 2022). In diverse higher education contexts, evidence further shows that transformational leadership is associated with psychological safety, reduced organizational silence, and sustained institutional performance, foundational elements for long-term effectiveness (Emerald Publishing Limited, 2024; Habeeb et al., 2024; Ribeiro et al., 2023). Collectively, these findings affirm that transformational leadership aligns stakeholders around shared visions while fostering supportive cultures that enhance performance and enable institutions to adapt to complex global challenges.

Also, transformational leadership in higher education aligns directly with the United Nations Sustainable Development Goals (SDGs), particularly SDG 8 - Decent Work and Economic Growth. SDG 8 aims to “promote sustained, inclusive, and sustainable economic growth, full and productive employment, and decent work for all,” emphasizing quality employment, workforce skill development, and inclusive labor practices (United Nations, 2024; SDGon, 2024). In the context of higher education, transformational leadership contributes to SDG 8 by enhancing workforce readiness, fostering employability skills, and strengthening institutional productivity, while promoting environments that support productive and equitable work for faculty and graduates alike (Akpalu et al., 2025; Da BOU et al., 2025). Integrating these global objectives with national policies and institutional mandates provides a comprehensive roadmap for program administrators, enabling private HEIs to drive sustainable development, bolster graduate employability, and contribute to national and regional economic growth.

In Asian countries, transformational leadership demonstrates strong regional relevance and contextual impact across higher education systems. Evidence from China’s universities shows that transformational leadership enhances knowledge sharing, faculty innovation, and collaborative governance, particularly when participative decision-making and mission alignment are emphasized (Zhu et al., 2024; Li & Chen, 2023). Southeast Asian studies, including those from Thailand and Malaysia, confirm that transformational leadership significantly influences teacher engagement, organizational commitment, and institutional innovation, supporting localized education reforms and academic competitiveness (Promchart & Potipiroon, 2025; Abdullah & Noor, 2022).

In Japan and South Korea, transformational leadership facilitates adaptive change, strategic responsiveness, and institutional reputation enhancement, particularly in the face of globalization and digital transitions (Frontiers Editorial Board, 2025; Saito et al., 2022). Additionally, research in Indonesia and the Philippines underscores its contribution to psychological safety, collective efficacy, and resilient administrative practices, enabling institutions to respond effectively to socioeconomic and policy challenges (Frontiers Editorial Board, 2026; Santos & Lee, 2023). By developing capable and visionary administrators, these practices support SDG 8 by ensuring that graduates are workforce ready, administrative processes uphold decent work principles, and institutions actively contribute to sustainable economic development (Akpalu et al., 2025; SDGon, 2024). Taken together, these Asia-focused studies demonstrate that transformational leadership is both regionally salient and globally relevant, reinforcing its

crucial role in driving institutional effectiveness, sustainable growth, and educational quality across varied cultural and policy environments.

Just like their counterparts globally, public and private higher education institutions in the Philippines are continuously exploring developments and strategies to keep on improving the institutional excellence that they offer. Private HEIs, just like others, currently face challenges in keeping their institutional excellence with the fast-paced changes that call for constant assessment. Program administrators who serve as leaders of the institution need to ensure that the academic performance, student satisfaction, innovation, the move for continuous accreditation, and the likes are consistent and relevant in quality. Transformational leadership fosters a culture where staff confidence and autonomy lead to professional growth and improved educational outcomes, and such leadership style is essential for educational institutions navigating the complexities of modern education, including technological advancements and societal changes (Sarong, 2023).

In a study conducted in the 2nd District of Albay, it was found that even with agreeable demonstration of management skills of faculty in higher education institutions, problems were still encountered which calls for transformational model of management in order to address the said problems (Navia & Nasser, 2022). Transformational leadership, cultural intelligence, self-efficacy, and productivity among higher education faculty in Northern Mindanao revealed that academic heads demonstrated an excellent display of transformational leadership, which implies that the academic heads highlight a commendable commitment to inspiring positive change and fostering growth within the academic setting (Apdian & Prado, 2024). This only shows the significance of understanding how transformational leadership demonstrated by program administrators can transform the performance of their faculty, thus driving in them the will to attain institutional excellence.

In the Province of Sorsogon, the concept of transformational leadership in private HEIs and how program administrators' roles drive excellence using this leadership strategy has not been widely explored yet. As part of the program administrators of an institutional department herself, the researcher considers that it is important that leadership, which will enforce a drive towards institutional excellence among members of the organization, should be adopted. Program administrators are responsible for ensuring that their specific programs align with the institution's Vision, Mission, and Goals (VMG) and achieve the desired learning outcomes as stated in Section 6 of CHED Memorandum Order (CMO) No. 46, Series of 2012: Policy Standard to Enhance Quality Assurance in Philippine Higher Education. It was also stated that they play a crucial part in strengthening the faculty's capacity to implement OBE and engage in research, which directly contributes to the quality of the program and the institution's overall excellence.

This study was conducted, grounded on the urgent need to bridge the gap between regional administrative practices and global standards of educational excellence. By empirically investigating the leadership dynamics within Sorsogon's private HEIs, this study sought to transform local program administration into a promoter for institutional excellence, ensuring these schools are not merely local providers but are globally at par in the academic field. The research provides a critical intervention for administrators and their followers, offering an enhanced framework for professional practice that transcends routine management to foster innovative industry growth. Ultimately, this study is conducted under the conviction that the synergy between transformational leadership and quality education is the fundamental driver for achieving UN Sustainable Development Goals, specifically by fueling economic stability and elevating the overall quality of life through a high-performing, vision-driven educational sector.

## **METHODS**

### **Research Design**

This research utilized a descriptive-inferential research design in order to investigate how characteristics of transformational leadership demonstrated by program administrators have a bearing on

driving institutional excellence in private higher education institutions in Sorsogon. Ali & Bhaskar (2016) define this design as a combination of two distinct levels of statistical analysis: descriptive statistics, which summarize the characteristics of a specific data set, and inferential statistics, which uses that descriptive data set to generalize about a larger population.

### **Research Locale**

This study was conducted in the chosen private higher education institutions in Sorsogon Province that have been operating for five years and above. The private HEIs surveyed in this study are, namely, ACLC College of Sorsogon, Aemilianum College, Annunciation College of Bacon – Sorsogon Unit, Bicol Merchant Marine College, Computer Communication Development Institute – Sorsogon, Estenias Science Foundation School, Our Lady of Peñafrancia Seminary, RG De Castro College, Solis Institute of Technology, Sorsogon College of Criminology, Southern Luzon Institute, Southern Luzon Technological College Foundation, Speed Computer College, St. Louise De Marillac College of Sorsogon, The Lewis College, and Veritas College of Irosin. These locations were chosen due to their relevance to the researcher and the objective of this research in exploring how transformational leadership of program administrators in private HEIs influences institutional excellence of their respective institutions. It was also a convenient location where respondents were available to participate in the study.

### **Sampling Technique**

This study employed purposive sampling, a non-probability sampling method, in order to select respondents based on their specific knowledge and roles, which are relevant to the research objectives. This technique was deemed most appropriate as this study required insights specifically from individuals who are in leadership positions in private HEIs in Sorsogon.

The target population of this study initially consisted of 100 program administrators. These individuals held designations as presidents/administrators, vice presidents for academic affairs, deans, and program administrators. The actual sample population was limited by the specific availability and operational status of the private HEIs. Constraints were on program offerings due to variations in the number of programs across various institutions and the operational scope, which required that the institution be within five years of operations onwards.

Due to these factors, a total of 95 program administrators were available and participated as respondents for this study. This represents high participation rates, ensuring that the gathered data accurately reflects the leadership landscape within the identified institutions.

## **RESULTS AND DISCUSSION**

### **Profile of Program Administrators**

To gain insights into the competencies, experiences, and preparation for effective academic leadership and program management, the demographic and professional profile of program administrators in the private HEIs in Sorsogon was examined. Data in terms of age, sex, designation, years in the designation, educational qualifications, and seminars or trainings attended were analyzed from a per-district perspective.

#### ***Age***

One aspect that serves as a foundational metric in understanding the maturity and leadership readiness within the private HEIs of Sorsogon Province is the age profile of program administrators. In examining the level of professional experience and the cognitive maturity required to manage the complex niche of academic governance, age often influences such factors. In this study, the age distribution provides a quantitative overview of the various life stages of leaders, ranging from early-career practitioners to seasoned veteran administrators. Establishing this profile is essential for interpreting the subsequent

leadership behaviors observed, as it highlights whether the current administrative landscape is driven by the energy of younger leaders or the established wisdom of those in their peak professional years.

Table 1.a *Age of Respondents*

Age Bracket	1 <sup>ST</sup> DISTRICT	2 <sup>ND</sup> DISTRICT	TOTAL	%
	<i>f</i>	<i>f</i>		
21 – 25	7	5	12	13
26 – 30	3	3	6	6
31 – 35	9	3	12	13
36 – 40	5	2	7	7
41 – 45	13	2	15	16
46 – 50	4	5	9	10
51 – 55	5	1	6	6
56 – 60	5	2	7	7
61 – 65	3	3	6	6
66 – 70	6	4	10	11
71 – 75	1	2	3	3
76 – 80	1	1	2	2
Total	62	33	95	100

Table 1.a reveals a distinct age distribution between the two districts, with a total of 95 respondents participating in the study. In the 1st District, the leadership scene is characterized by a strong concentration of mid-career professionals, with the largest group (13 individuals) falling into the 41–45 age bracket, followed by 9 individuals in the 31–35 range. On the other hand, the 2nd District exhibits a more scattered distribution, where the youngest (21–25) and middle-aged (46–50) brackets are the most frequent, with 5 individuals each. When the data from the two districts are combined to see the overall pattern of age distribution, the 41–45 age bracket emerges as the overall mode, indicating that the majority of administrators in private HEIs of Sorsogon are in the stage of middle adulthood.

These results suggest that the private HEIs in Sorsogon are currently led by individuals who are either at their peak performance levels or are actively refining their leadership competencies. This concentration in the 41–45 age bracket indicates a stable administrative environment, yet the presence of younger administrators in the 2nd District also points to a need for structured mentorship and succession planning to ensure institutional continuity. In addition, the results suggest that the utilization of rigidity or choosing only one leadership approach may be ineffective due to diverse age profiles. This implies that younger administrators may require more directive guidance, while veteran leaders might benefit more from collaborative and delegative styles of leadership.

This data is significant for having insights into the maturity level of program administrators currently managing the private HEIs in Sorsogon. This aids in having a bird’s-eye view of their leadership maturity, professional experience, and organizational knowledge that influence administrative management. Results of having mid-maturity due to the dominance of the 41-45 age bracket among program administrators support the idea that leaders of the private HEIs in Sorsogon are mature and thus are capable of providing intellectual stimulation and individualized support, which are critical factors in preventing routine-based management and driving true institutional excellence (Muhammad et al., 2023).

Data is also closely linked to existing literature and theoretical frameworks that emphasize the impact of personal characteristics on organizational outcomes. This finding is supported by and aligned to the Path–Goal Leadership Theory, where personal factors such as age and experience significantly direct a leader's ability to clarify goals and remove obstacles for their followers. Results also follow a similar pattern, suggesting that age correlates with leadership development and strategic decision-making (International Association of University Presidents [IAUP], 2024), making it a higher probability that

program administrators of private HEIs in Sorsogon can make sound strategic decisions and decide on the needed leadership development programs to maintain and improve their institutional excellence. This also shows how private HEIs, in terms of generational contexts, influence work attitudes and leadership effectiveness (Fuchs et al., 2024), thus suggesting that mid-career dominance in Sorsogon likely fosters a more balanced and effective leadership style. Additionally, this shows that a balanced combination, as the result shows, enhances organizational learning, strengthens decision-making processes, and promotes institutional resilience since senior administrators contribute institutional memory and stability, while younger leaders offer innovative ideas, technological skills, and adaptive approaches (De Boer et al., 2022; Fletcher et al., 2025; Tight, 2022)

### **Sex**

The sex profile of program administrators serves as a vital demographic indicator that forms the organizational culture and leadership dynamics within the private HEIs of Sorsogon Province. Understanding the gender distribution among academic leaders provides essential context for analyzing how different leadership styles are manifested and perceived across the institutions. It serves as a primary input variable in the conceptual framework of the study, influencing the people management strategies employed to drive institutional excellence. Through the establishment of the sex distribution, the research gains a clearer perspective on the diverse perspectives and interpersonal approaches currently guiding the private higher education sector of the province. Table 1.b shows the frequency distribution of the program administrators' gender in order to provide insights into the dominance of gender and the probability of which type of leadership would be prominent among private HEIs in Sorsogon. This allows for analysis of the dominant leadership that the institutions' leaders lean more on. Table 1.b above presents a distinct female dominance in administrative positions across both districts of Sorsogon. In the 1st District, females slightly outnumber their male counterparts, with 33 female administrators compared to 29 males.

Table 1.b *Sex of the Respondents*

SEX	1 <sup>ST</sup> DISTRICT	2 <sup>ND</sup> DISTRICT	TOTAL	%
	<i>f</i>	<i>f</i>		
Male	29	12	41	43
Female	33	21	54	57
Total	62	33	95	100

This trend is even more pronounced in the 2nd District, where the majority of administrators are 21 females compared to only 12 males. Overall, females comprise 57% of the total 95 respondents, establishing them as the dominant group in the administrative landscape of private HEIs in the province. This majority provides context for the high scores observed in specific transformational behaviors, particularly those centered on vision and interpersonal influence.

This result shows a significant insight against the common notions that males are the dominant gender in the professional landscape. Having insights on the dominant gender in a professional field gives way to anticipating the type of leadership and relationship building in an institution. Due to female dominance in the results, this implies an administrative environment in Sorsogon that is leaning more toward collaborative leadership and the cultivation of a positive organizational culture as it is characterized by female leaders. The female-majority leadership suggests a strong emphasis on people management, which is critical for fostering the faculty engagement and student satisfaction necessary for institutional excellence. This distribution aligns with the Leader-Member Exchange (LMX) theory, as the prevalent leadership demographic appears naturally inclined toward building the high-quality, trust-based

relationships essential for organizational commitment. Thus, these institutions are well-positioned to influence these relational strengths to enhance their overall academic performance and institutional resilience.

Results of this study contradict the notion that women remained underrepresented in senior administrative roles due to structural barriers and cultural biases that limit access to leadership positions (Morley, 2023). It rather shows that there is change in the administrative landscape where private HEIs in Sorsogon are more dominated by women. In a more significant light, support for these results appears clearly within current research examining how gender connects with effective leadership. Female leaders hold most administrative roles here, where actions like idealized influence and inspirational motivation show up frequently. These traits link closely to stronger worker output and deeper loyalty to institutions (Teow et al., 2022) in private higher education institutions of Sorsogon. From another angle, Deliar-te-Ramos (2025) points out that tailored guidance makes a difference when raising educator drive and building teamwork norms, especially in the Philippines. At the far edge of analysis, conclusions align sharply with Firmansyah et al. (2022), where their broad review throughout Asian regions shows transformational methods common among female-heavy management teams tend to lift confidence within organizations and increase contentment in jobs.

### ***Designation***

The designation profile of program administrators assists as a critical lens through which the organizational structure and operational leadership of private HEIs in Sorsogon are understood. As defined by the CHED Manual of Regulations for Private Higher Education (MORPHE), program administrators are those directly responsible for the management and supervision of specific degree programs.

Table 1. *c* Designation

Years of Service	1 <sup>ST</sup> DISTRICT	2 <sup>ND</sup> DISTRICT	TOTAL	%
	<i>f</i>	<i>f</i>		
President/Administrator	11	5	16	17
VPAA	4	3	7	7
Deans	19	13	32	34
Coordinator	28	12	40	42
Total	62	33	95	100

As anchored by middle management designations across the two districts. In the 1st District, the administrative population is composed of 11 presidents/administrators, 4 vice presidents for academic affairs (VPAA), 19 deans, and 28 program coordinators. The 2nd District shows a similar hierarchical distribution but with smaller counts: 5 presidents, 3 VPAAAs, 13 deans, and 12 coordinators. Together, program coordinators and deans emerge as the dominant group, representing 76% of the total 95 respondents. This significant concentration indicates that the majority of those driving institutional excellence in the private HEIs in Sorsogon are those directly involved in the day-to-day execution of academic policies and faculty supervision.

The data implies that institutional excellence in private HEIs of Sorsogon is highly dependent on the ground-level leaders rather than just top-tier executives. Because Deans and Coordinators comprise the vast majority of the administrative workforce, they are primarily responsible for implementing transformational behaviors such as Intellectual Stimulation and Individualized Consideration. This distribution aligns with path-goal leadership theory, as these administrators are in the best position to clarify paths to goals and remove daily operational obstacles for faculty. With this, the success of the private higher education sector of the province rests upon the ability of these middle managers to effectively bridge the gap between high-level institutional vision and actual classroom performance. This data holds significance

as it shows who are directly engaged in policy implementation and who are in strategic planning, thus giving insight on where institutions should focus in the development of leadership program frameworks in an institution. With this data, it helps institutions understand leadership structures and the distribution of academic authority across programs.

Results coincide with findings in literature that emphasizes the critical role of mid-level academic leadership in driving organizational change. According to Naguit (2024), administrators such as deans must act as instructional leaders who navigate national mandates like RA 7722 to align institutional performance with a broader national vision. This also agrees that program administrators serve as instructional leaders, ensuring that academic programs align with institutional goals and quality standards (Sumena et al., 2025); thus, data provides this perspective in the light of private HEIs in Sorsogon. This is further supported by the work of Sarong (2023), who found that transformational leadership at this administrative level fosters a culture of autonomy and professional growth essential for navigating modern educational complexities. Finally, the dominance of these roles supports the findings of Bou Da (2025), which confirm that leadership at the program level is indispensable for fostering the faculty innovation required to achieve exceptional institutional outcomes in a competitive global landscape.

### Years in Service in the Designation

The profile of program administrators' years of service in the designation refers to the cumulative duration of employment that they have spent in their specific designated titles. This demographic variable serves as a critical contextual input for the study, as tenure often dictates the depth of institutional knowledge and the specific leadership strategies required to motivate faculty and manage academic programs. Understanding the distribution of service years allows for a better assessment of how administrative experience shapes the implementation of transformational leadership and drives institutional excellence. Table 1.d shows who are directly involved in strategic planning and decision-making in the private HEIs in Sorsogon. This provides insight into the institutional insights and experience of program administrators in responsibly handling ground-level duties.

Table 1.d *Years of Service in the Designation*

Years of Service	1 <sup>ST</sup> DISTRICT	2 <sup>ND</sup> DISTRICT	TOTAL	%
	<i>f</i>	<i>f</i>		
1 – 5	18	15	33	35
6 – 10	11	6	17	18
11 – 15	11	4	15	16
16 – 20	6	2	8	8
21 – 25	6	4	10	10
26 – and above	10	2	12	13
Total	62	33	95	100

Data in table 1.d presents that the 1st District has a diverse administrative landscape, characterized by a significant number of new administrators (18 individuals in the 1- to 5-year bracket) alongside a notable group of veterans with 26 or more years of service (10 individuals). In contrast, the 2nd District is predominantly composed of newer administrators, with nearly half of the respondents (15 individuals) falling into the 1 to 5-year bracket and only a small minority (2 individuals) categorized as veterans. When viewed as a whole, the total population of 95 administrators is primarily concentrated in the 1 to 15-year service range, with a secondary peak at the 21+ year mark. Specifically, 35% of the total respondents have 1 to 5 years of experience, while a substantial 23% (combination of 10% and 13%) have served for over 21 years.

The data implies that the tenure profile is divided, consisting of a new to moderately experienced majority and a highly experienced minority, which suggests that leadership frameworks must be multifaceted. For newer administrators, there is a clear need for coaching and professional development to bridge the gap between their current skills and working on the complexities of modern HEI management compared to the veterans in the service. Equally, the presence of veterans requires strategies that address potential resistance to change while leveraging their deep institutional expertise to mentor others. This distribution underscores the necessity of the "Contextual Flexibility" dimension within the Transformational Synergy Leadership Theory (TSLT), which encourages administrators to adapt their decision-making styles based on the professional maturity and readiness of their team members. This data is significant for program administrators to consider for better, more suited strategic planning on program framework development, which will support and strengthen the needs of the varied program administrators. This also aids in taking into consideration a more varied, more accommodating, and inclusive style of leadership where seniority of tenure is not the basis of the entire administrative operations.

Results agree that while long-term service contributes to institutional stability, periodic transitions can introduce new perspectives and innovative practices that promote organizational adaptability and growth (De Boer et al., 2022; Jones et al., 2023; Ueda & Kezar, 2024), thus emphasizing that a healthy mix of new and veteran program administrators can improve organizational growth. To further understand the role of leadership experience and style in educational settings, the findings coincide with Apdian & Prado (2024), whose study on higher education faculty in Northern Mindanao found that academic heads who demonstrate an excellent display of transformational leadership significantly foster growth and positive change within academic settings. Navia & Nasser (2022), who conducted research in the 2nd District of Albay, highlight that even when management skills are present, a transformational model is often required to address systemic institutional problems, most probably applicable to an institution with varying perspectives on leadership. Additionally, Sarong (2023) highlights how transformational leadership fosters staff autonomy and professional growth, which are essential for institutions navigating modern educational complexities such as technological advancement. Thus, considering the utilization of the two groups' strengths and considering their weaknesses can be used to design a more suitable leadership program framework to sustain institutional excellence and effective leadership.

### ***Educational Qualifications***

Educational qualifications serve as a foundational pillar for program administrators in private higher education institutions (HEIs), ensuring they possess the necessary theoretical knowledge and management expertise to lead academic departments effectively. According to the Commission on Higher Education (CHED) Memorandum Order (CMO) No. 40, series of 2008, these qualifications are mandated basic requirements that guarantee administrators are well-equipped with leadership and management principles crucial for driving institutional excellence. Table 1.e presents the context of program administrators of Sorsogon Province and how they comply with these academic credentials that act as a critical input variable, providing the foundational credibility required for administrators to serve as role models and effectively implement transformational leadership behaviors. This provides valuable insight to the compliance of program administrators with the expected expertise, knowledge, and credibility of a program administrator to inspire their members as credible, inspirational leaders.

Table 1.e shows that the 1st District has a highly qualified administrative pool among its 62 respondents, where the largest group holds a master's degree (23 individuals), followed closely by those with a Doctoral degree (19 individuals). While a part is doctoral degree are still advancing their qualifications, with 14 holding master's units and 4 holding doctoral units, the district maintains a strong academic baseline. In the 2nd District, the distribution among its 33 administrators follows a similar pattern. Master's Degree holders represent the majority (14), followed by Doctoral Degree holders (10), with notably zero administrators holding only a baccalaureate degree. Taken as a whole, a significant 70%

of the 95 total program administrators in private HEIs in Sorsogon have successfully obtained post graduate degrees (master's, doctoral), indicating that the majority meet or exceed the minimum professional standards mandated by CHED.

Table 1. *e Educational Qualifications*

Educational Qualifications	1 <sup>ST</sup> DISTRICT	2 <sup>ND</sup> DISTRICT	TOTAL	%
	Freq.	Freq.		
Doctoral Degree	19	10	29	31
Doctoral Units	4	4	8	8
Masteral Degree	23	14	37	39
Masteral Units	14	5	19	20
Baccalaureate Degree	2	0	2	2
Total	62	33	95	100

Insight emerges when high education levels link clearly to how such leaders exercise Idealized Influence (doctoral), idealized influence along with Intellectual stimulation. Seen through Leader-Member Exchange (LMX) Theory, intellectual stimulation theory, those holding advanced degrees often develop deeper bonds rooted in trust. This tends to lift both drive among faculty and loyalty toward the institution. Because of rigorous academic training, these leaders gain an ability to question long-held norms while encouraging fresh thinking, shaping visions that fit within broader national expectations. Strength in scholarly preparation implies Sorsogon’s administrative staff carry not only knowledge but also integrity, qualities useful for advancing inspirational visioning theory, together with institutional embedding, which are core aspects tied to Transformational Synergy Leadership Theory (TSLT). To further explore the relationship between academic qualifications and leadership effectiveness in higher education, the following literature provides relevant insights. Apdian & Prado (2024) highlights how academic heads with strong leadership displays and often backed by high qualifications inspire positive change and growth within academic settings.

Navia & Nasser (2022) emphasize that while management skills are present among faculty, a transformational model is necessary to address systemic institutional problems, reinforcing the need for administrators to leverage their advanced qualifications toward transformative ends. Sarong (2023) stresses that transformational leadership is essential for navigating modern educational complexities, such as technological advancements, which require the high level of intellectual stimulation provided by well-qualified administrators. This also shows that administrators in private HEIs in Sorsogon are with higher educational qualifications, which means they are better equipped to make evidence-based decisions, support research initiatives, and contribute to strategic planning and academic quality assurance. Their scholarly background enhances credibility among faculty members and strengthens institutional leadership and governance structures (Fletcher et al., 2025; Jones et al., 2023).

### ***Seminars and Trainings Attended***

The seminars and trainings attended by program administrators are essential learning and development interventions that enhance their leadership capacity and technical expertise within private Higher Education Institutions (HEIs). Within the framework of the study, these professional development experiences serve as a critical input variable, as they directly align an administrator's skills with the evolving

demands of their designation. By participating in these structured programs, administrators stay updated on national mandates from the Commission on Higher Education (CHED) and global trends, ensuring that their leadership remains both relevant and effective in a competitive academic landscape.

Table 1.f presents seminars and trainings attended by private HEI administrators by role and category, providing a clear and organized view of professional development activities. Analyzing the data highlights participation patterns, such as program coordinators' focus on curriculum and technology trainings and presidents'/VPAA's focus on leadership seminars. This allows for evidence-based insights, comparison across roles, and informed planning for future professional development programs.

*Table 1.f Seminars and Trainings Attended by Program Administrators*

Seminar/Training Category	Presidents/ Administrators	VPAA	Deans	Program Coordinators	Total Participants
BACS General Assembly	4	2	8	10	24
CEAP National Convention	4	2	8	10	24
Deregulation and Autonomy of HEIs	16	7	10	5	38
12th National Congress: Agriculturist Summit	2	0	4	8	14
Intelligent Frontiers: Cybersecurity	8	4	12	20	44
Building Leadership Capacity for Transformative Change	14	7	32	37	90
BACS Youth Advocacy Summit	2	1	4	15	22
Seminar-Workshop on Leadership	12	7	28	36	83
School-Parent Relationship Management	4	2	8	10	24
CHED EXPAND: Navigating Internationalization	10	7	15	10	42
Quipper Training (LMS/Instructional Tech)	2	4	20	40	66
Leadership Training	10	4	27	35	76
Navigating Mental Health in the Educational Landscape	8	4	16	20	48
10th National Hospitality and Tourism Convention	1	0	6	12	19
Startuppreneurship Faculty Training	2	2	12	20	36
I.T. Updates	4	3	10	25	42
Mastering Research Writing: A Guide for Graduate Students	2	4	15	20	41
Hospitality and Tourism Management	1	0	6	12	19
AI and Machine Learning	5	5	15	30	55
Data Collection and Introduction to Higher Education	10	7	20	15	52

Focus on strengthening how leaders act, especially those who attended Building Leadership Capacity for Transformative Change, which is notable, drawing 90 attendees. It is followed by a seminar-workshop on leadership with 83 attendees and leadership training with 76 attendees. It is also notable that 66 attended Quipper Training (LMS/Instructional Tech), 55 attended AI and Machine Learning, and 52 attended Data Collection and Introduction to Higher Education. These results show that private HEIs are also building on technological advancement to utilize in their respective institutional roles.

Attendance at leadership and tech-focused workshops runs high, which matters in this study due to its reflection of deliberate organizational focus on handling challenges in today's academic landscape. Because they reveal how those who lead programs gain skills, such events function as markers for readiness amid shifting environments. With emphasis placed on adaptation, security concerns, and emerging technologies, these data show investments in evolving capabilities across units. As trends emerge through records of participation, insight grows into how management growth ties to strength in educational oversight and teaching advances. Through observation of ongoing learning behaviors, one can measure alignment between support for staff and performance within institutions.

These results show that program administrators of private HEIs in Sorsogon find continuous professional development that enables administrators to remain responsive to emerging trends in higher education, including digital transformation, quality assurance, and pedagogical innovation (Ueda & Kezar, 2024), a significant step in attaining academic excellence through transformational leadership. Their participation in professional development proves that program administrators in private HEIs in Sorsogon reflect a commitment to lifelong learning and growth, which positively impacts organizational performance and leadership effectiveness (Bolden et al., 2023; Morley, 2023).

### **Transformational Leadership Among Private HEI Administrators**

Transformational leadership emphasizes motivating and empowering followers through four core components: Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration (EUROMATECH, 2025). Idealized influence and inspirational motivation are most evident among presidents and VPAAAs, reflecting their roles as ethical role models and vision setters. Intellectual stimulation and individualized consideration are more prominent among deans and program coordinators, highlighting their engagement in mentoring, critical thinking, and innovation.

#### ***Idealized Influence***

Program administrators in private higher education institutions (HEIs) demonstrate idealized influence by serving as ethical role models who embody the institution's values, thereby earning the trust and respect of their faculty. This component of transformational leadership is characterized by a leader's ability to instill pride in others and act with high integrity, especially during challenging situations. By prioritizing collective goals over personal gain and maintaining consistency in decision-making, these administrators foster a culture of psychological safety and shared purpose. This foundational trust is essential for driving institutional excellence, as it aligns individual motivations with the broader mission of the academic community. Table 2.a Idealized Influence presents the distribution of administrators in the First and Second Districts, illustrating how transformational behaviors align with roles and responsibilities across districts.

Table 2.a shows that the program administrators in the 1st District achieved a high mean score of 3.72 in idealized influence, with a prominent peak in "instilling pride in others" at 3.84, followed by earning respect through values and ethics, scoring a mean of 3.77. This suggests a strong emotional connection and professional respect between leaders and staff, though "leading by example in difficult situations" (3.51) was identified as a relative area for growth. In the same light, the 2nd District reported a slightly lower mean of 3.68, where "instilling pride" (3.73) and "earning respect through values" (3.70) remained strong, but integrity in decision-making (3.59) was perceived as less frequent than in the 1st District.

Collectively, the data reflect an average weighted mean of 3.70, interpreted as "frequently, if not always" demonstrated. This high overall average indicates that administrators across the province are perceived as credible, ethical figures who successfully leverage their personal influence to motivate their teams.

Table 2.a *Idealized Influence*

Indicators	1 <sup>st</sup> District		2 <sup>nd</sup> District		AWM	AI
	WM	AI	WM	AI		
Acts with integrity and consistency in decisions.	3.75	FinA	3.59	FinA	3.67	FinA
Earns respect through values and ethics.	3.77	FinA	3.70	FinA	3.74	FinA
Instills pride in others for being associated with them.	3.84	FinA	3.73	FinA	3.78	FinA
Leads by example, especially in difficult situations.	3.51	FinA	3.69	FinA	3.60	FinA
AWM	3.72	FinA	3.68	FinA	3.70	FinA

Legend: 3.25 – 4.00 – Frequently, if not always (FinA)  
 1.75 – 2.49 – Sometimes (S)

2.50 – 3.24 – Fairly Often (FO)  
 1.00 – 1.74 – (OiaW)

These results imply that while idealized influence is a dominant strength, the significant difference between the two districts highlights a gap in the execution of organizational vision in the 2nd District. While both districts both perform at a high level, the lower scores in the 2nd District, particularly in individualized support and consistent decision-making, could lead to a weaker perception of genuine leadership care and mentorship. This difference underscores the need for localized leadership development that focuses on adaptive path-finding and relational depth to ensure that ethical modeling turns into uniform institutional excellence.

Trust within organizations grows strongest when it is rooted in such visible steadiness and consistency through a leader’s integrity. Employees begin acting with initiative because they see themselves reflected in their leaders’ values. Within modern universities, guidance of this kind moves members toward greater involvement not only in scholarly inquiry but also in duties tied to institutional life (Al-Husseini et al., 2024; Ashfaq et al., 2023). But even in the presence of agreeable management skills, persistent problems necessitated a transformational model to effectively address institutional challenges (Navia & Nasser, 2022), which calls for a strategic move to address these challenges head-on. When leaders align what they say with how they spend resources, trust grows noticeably, particularly in affective trust (Zhao & Merritt, 2024). Across international educational settings, charismatic authority now leans less on charm, more on genuine visibility. Those who admit uncertainty and communicate openly in tough times stabilize organizations better than those masking stress (Stogdill & Reed, 2023; Kumar, 2025). Currently, being consistent is more valued in leadership than performative actions, especially during difficult decision-making. Simply showing up at informal faculty gatherings can lift team spirit far beyond awards ceremonies or official praise rituals (Van Wart et al., 2022).

### ***Inspirational Motivation***

Program administrators in private Higher Education Institutions (HEIs) demonstrate inspirational motivation by articulating a compelling and appealing vision that unifies the faculty and staff toward a shared institutional destiny. This component of transformational leadership moves beyond traditional transactional management by aligning individual values with the institutional mission, which directly motivates innovative work behavior and extra-role performance. By consistently emphasizing the reason behind academic tasks, administrators foster a sense of contribution to a larger cause, effectively reducing work-related stress and burnout while enhancing organizational commitment. Ultimately, this visionary leadership catalyzes institutional excellence, ensuring that the academic community remains resilient and goal-oriented in a fast-paced educational landscape. Table 2.b, *Inspirational Motivation*, presents the distribution of administrators in the First and Second Districts, illustrating how transformational behaviors, through their specific roles as the motivating agent among members, are used to achieve a unified vision.

Table 2.b *Inspirational Motivation*

Indicators	1 <sup>st</sup> District		2 <sup>nd</sup> District		AWM	AI
	WM	AI	WM	AI		
Emphasizes the importance of purpose and collective mission.	3.75	FinA	3.63	FinA	3.69	FinA
Talks about the most important values and beliefs.	3.70	FinA	3.59	FinA	3.65	FinA
Shows a strong commitment to the goals of the program.	3.78	FinA	3.61	FinA	3.69	FinA
Considers the moral and ethical consequences of decisions.	3.73	FinA	3.68	FinA	3.71	FinA
AWM	3.74	FinA	3.63	FinA	3.69	FinA

Legend: 3.25 – 4.00 – Frequently, if not always (FinA)                      2.50 – 3.24 – Fairly Often (FO)  
 1.75 – 2.49 – Sometimes (S)    1.00 – 1.74 – (OiaW)

From the figures on inspirational motivation, it emerges that leaders in the First District scored a mean of 3.74, which denotes that program administrators frequently demonstrate this transformational behavior. Their peak outcome appears to focus on showing strong commitment to program goals with a mean score of 3.78, followed by highlighting the significance of purpose and collective mission at 3.75, revealing emphasis placed on long-term direction. By contrast, counterparts in the Second District reached 3.63, which is still considered solid, most notably when weighing fairness and values during choices (3.68). There is also a solid mark in emphasizing purpose and collective mission with a mean score of 3.63. Both districts show lower scores in talking about most important values and beliefs, garnering the lowest at a mean score of 3.70 and 3.59, respectively. A combination of the two districts shows that showing a strong commitment to institutional goals and moving for a long-term purpose are evident among program administrators, but there is an existing need to articulate important institutional values and beliefs.

Though integrity and clarity mark both areas, strength in expression stands out more in the first district, especially around advancing aims and conveying unified direction. Despite proximity in results, subtle gaps remain in how visibly these traits appear daily. Higher numbers in this area suggest a marginally deeper embedding of such practices within routine interactions among staff and supervisors alike. These findings suggest that inspirational motivation is a central force driving academic performance and faculty engagement in Sorsogon’s private HEIs. The high scores in ethical decision-making imply that administrators are perceived as credible leaders, which builds the foundational trust necessary for institutional change. This significant data provides insight into the guiding principles of the program administrators’ leadership, trustworthiness, credibility, and integrity in leading their members to excellence.

Studies point out how inspirational motivation acts like a stabilizer that is keeping organizations steady amid rising workplace turbulence, and administrators who have a vivid picture of what lies ahead help leaders ease modern struggles, including disengagement and tech overload, turning swift digital changes into shared chances instead of dangers (Sadeghi & Goli, 2023; Müller et al., 2024). Connecting this with the profile of program administrators’ attended seminars and trainings, the attending tech-focused trainings align with the leaders’ initiative of a long-term vision for the institution. Also, when private HEI leaders are acting with integrity, confidence among members grows. This becomes a root for organizational transformation, and through this, perceptible progress often follows when frameworks, along with how oversight is applied during shifts, align effectively. Improved group output and meeting long-term targets rely heavily upon the manner authority is exercised, shaping mindsets and actions across levels (Musaigwa, 2023; Biloa, 2023). This is observed among the program administrators of the private HEIs in Sorsogon. Recently, motivational strategies have increasingly centered on sustainability-focused visions, thus showing that private HEI administrators provide a clear sense of purpose involving environmental and

social governance matters that draws strong engagement, especially among early-career academics (Fletcher & Boyatzis, 2024). With this transformational leadership behavior demonstrated by program administrators of private HEIs in Sorsogon, individuals apply their strengths fully, and personal drive shows stronger ties to active involvement at work (Bakker et al., 2023), thus contributing to the achievement of institutional excellence of the organization. The results also support the concept that trust built through example and motivation rooted in shared direction, which are both linked directly to stronger results and deeper loyalty (Kou et al., 2024; Teow et al., 2022), highlighting that credible and integrity-driven actions are effective drivers of inspiration and motivation.

### ***Intellectual Stimulation***

Intellectual stimulation is a foundation of transformational leadership where program administrators in private higher education institutions (HEIs) actively challenge the status quo by encouraging faculty to think critically and creatively. In this leadership dimension, administrators do not merely provide answers. Instead, they empower their staff to re-examine long-held assumptions and approach institutional problems from innovative perspectives. Table 2.c presents how program administrators' roles foster a psychologically safe environment where new ideas are welcomed without fear of immediate criticism and stimulate the intellectual curiosity necessary for academic advancement. This proactive engagement is essential in the modern educational landscape, as it drives the faculty innovation required to navigate complex technological and societal shifts.

Table 2.c *Intellectual Stimulation*

Indicators	1 <sup>st</sup> District		2 <sup>nd</sup> District		AWM	AI
	WM	AI	WM	AI		
Articulates a compelling vision of the program's future.	3.72	FinA	3.68	FinA	3.70	FinA
Expresses confidence that goals will be achieved.	3.77	FinA	3.63	FinA	3.70	FinA
Communicates high expectations to staff and stakeholders.	3.72	FinA	3.52	FinA	3.62	FinA
Inspires others through enthusiasm and optimism.	3.80	FinA	3.66	FinA	3.73	FinA
<b>AWM</b>	<b>3.75</b>	<b>FinA</b>	<b>3.62</b>	<b>FinA</b>	<b>3.69</b>	<b>FinA</b>

Legend: 3.25 – 4.00 – Frequently, if not always (FinA)  
 1.75 – 2.49 – Sometimes (S)

2.50 – 3.24 – Fairly Often (FO)  
 1.00 – 1.74 – (OiaW)

The analysis of the data regarding intellectual stimulation reveals that administrators in the First District achieved a high overall mean of 3.75, demonstrating an exceptional ability to motivate and challenge their staff, particularly through inspiring others with enthusiasm and optimism, which earned the highest individual mean of 3.80. It is then followed by expressing confidence in goal achievement (3.77). The First District consistently outperformed the Second District, which recorded a slightly lower but still strong mean score of 3.62, with its most effective area being the articulation of a compelling vision for the program's future at a mean score of 3.68. A score of 3.66 is evident on leaders inspiring others with enthusiasm and optimism and a mean score of 3.63 on expressing confidence in goal achievement. Both districts have the lowest mean scores on communicating expectations to stakeholders and staff (3.72 and 3.52). Despite the First District showing higher intensity in expressing confidence and setting high expectations, both districts frequently demonstrated transformational behavior across all indicators, signifying that administrators in both districts are consistently successful in fostering an environment of innovation and high performance.

These results highlight a significant opportunity for institutional growth through the refinement of leadership strategies. A significant difference between the two districts indicates that the 2nd District may

be experiencing a gap in executing the vision of the organization. The theoretical support for innovation is present but lacks the same level of lived consistency as in the 1st District. Furthermore, the fact that "communicating high expectations" was the lowest-rated indicator suggests that administrators may prioritize maintaining a positive organizational culture over demanding elite performance. What stands out about intellectual stimulation is how program leaders have moved beyond standard oversight into a style focused on growth through reasoning and forward-looking solutions. High averages in each district show program administrators refrain from simple directives but instead veer to nurturing environments where questioning ideas come naturally alongside inventive efforts. Important progress toward organizational strength emerges, since encouraging thought fuels new approaches in education; purposeful direction combined with clear goals allows teachers and partners to rethink norms while aiming further. Across both areas, such conduct persists where leaders are offering steady encouragement paired with demanding benchmarks, building flexibility and sustained advancement simply by sustaining thoughtful presence.

This coincides with literature encouraging the exploration of how intellectual stimulation and transformational leadership impact educational settings. Leaders' use of intellectual stimulation as program administrators of private HEIs demonstrated encouragement for followers to utilize their individual strengths and take initiative, which is directly related to higher work engagement (Bakker et al., 2023). Rather than avoiding tension, recent models argue that thoughtful disagreement helps institutions adapt amid advancing technology (Bernstein & Tosti, 2025), and the results of this study coincide with the utilization of a less rigid type of leadership to accommodate changes currently faced by private HEIs in Sorsogon. Data also agrees with the concept that when leaders are open to people reexamining accepted beliefs, minds open up to more ideas, thus showing that such challenges are tied closely to greater creative output among staff, mainly through increased inner motivation (Sahu et al., 2023). Deliarte-Ramos (2025) suggests that intellectual stimulation is a critical driver for enhancing motivation and building a collaborative school culture, while Bou Da (2025) confirms that transformational leadership, through its stimulatory nature, is essential for institutional advancement as it fosters the faculty innovation needed to meet 21st-century educational challenges.

### ***Individualized Consideration***

Program administrators in private higher education institutions (HEIs) demonstrate individualized consideration by treating each faculty member as a unique individual rather than just a part of the collective whole. This leadership dimension is rooted in deep empathy and a commitment to the personal and professional growth of subordinates. By acting as mentors or coaches, administrators listen to the specific concerns and needs of their staff, providing a supportive environment where individual strengths are recognized and developed.

Table 2.d *Individualized Consideration*

Indicators	1 <sup>st</sup> District		2 <sup>nd</sup> District		AWM	AI
	WM	AI	WM	AI		
Recognizes individual staff members' contributions.	3.63	FinA	3.64	FinA	3.64	FinA
Spends time coaching or mentoring team members.	3.64	FinA	3.37	FinA	3.51	FinA
Attentive to staff members' professional growth.	3.64	FinA	3.52	FinA	3.58	FinA
Treats others as individuals with unique needs and strengths.	3.63	FinA	3.52	FinA	3.58	FinA
<b>AWM</b>	<b>3.64</b>	<b>FinA</b>	<b>3.51</b>	<b>FinA</b>	<b>3.58</b>	<b>FinA</b>

Legend: 3.25 – 4.00 – Frequently, if not always (FinA)  
1.75 – 2.49 – Sometimes (S)

2.50 – 3.24 – Fairly Often (F0)  
1.00 – 1.74 – (OiaW)

Table 2.d presents the distribution of transformational behavior in their roles and responsibilities in considering a personalized approach that not only fosters a sense of belonging and value among educators but also aligns their individual aspirations with the broader institutional mission, which is vital for maintaining morale in a challenging academic landscape.

The data shows that the First District's leaders scored 3.64 on average when it comes to tailored support, showing strong involvement in guiding teachers and nurturing careers, each rated with a mean score of 3.64. Their counterparts in the Second District averaged a bit less, with a mean score of 3.51. Where recognition of personal effort (4.64) matched that mark precisely, time spent one-on-one in mentoring others' growth came in noticeably lower at just a mean score of 3.37. Even so, every measured behavior still fell under "Frequently, if not always," meaning both areas show consistent attention to each person's abilities and paths forward. While consistency varied slightly between districts, all results point toward steady investment in people as distinct professionals.

Findings related to individualized consideration suggest program administrators of private HEIs in Sorsogon now act less like rigid officials, instead guiding development in ways vital for organizational quality. Staff efforts receive regular acknowledgment while advancement becomes fundamental, building workplaces where people feel valued, thus strengthening their commitment. Personal attention matters due to its rejection of uniform methods; distinct talents and requirements among instructors gain recognition through tailored support. Such differentiation shapes richer, more inventive scholarly settings simply by honoring variety.

Still, statistical data show that although performance stays strong across both areas, the Second District shows less involvement in personal coaching, a sign that mentor interactions might need strengthening. Because of this pattern, those managing programs may see how customized guidance links closely to an organization's ability to adapt. Focusing on each person leads to greater skill and confidence among team members; supporting sustained outcomes over time is necessary. Over time, keeping close support consistent helps keep the environment focused on development, which contributes to stronger teaching standards and longer employee tenure.

Evidence shows program leaders give close personal attention, a pattern well documented in studies linking customized guidance to stable institutions and a stronger workforce drive. Well into their roles, district managers actively shape teaching careers, which mirrors Delarte-Ramos (2025), whose study notes that such care lifts morale and teamwork, especially in Philippine schools. Frequent examples of one-on-one support echo Lee & Choi (2023), where addressing distinct emotional and practical needs helps create safe spaces for new ideas. Though styles differ by district, recognition of individual contributions remains steady, which is a trend seen also in Santos & Reyes (2024) and Nguyen (2022), pointing to locally grounded compassion as key in college oversight across Southeast Asia. Devoting time to skill advancement fits exactly what Gomez & Tan (2023) and Brown & Davis (2022) found: that custom mentoring sharpens career paths while uncovering future leaders inside organizations.

### **Level of Institutional Excellence of Private HEIs in Sorsogon**

Higher Education Institutions (HEIs) are increasingly recognized for their pursuit of institutional excellence through the lens of transformational leadership. Driven by the need to align with national mandates like Republic Act No. 7722 and global benchmarks such as the UN Sustainable Development Goals, these institutions focus on fostering high levels of employee engagement and operational efficiency. Program administrators play a vital role in this landscape, acting as initiators who bridge the gap between regional administrative practices and international academic standards. By moving away from traditional models of compliance and control toward visionary and people-centered strategies, these HEIs aim to create

a sustainable culture of innovation and academic quality. Table 3.a presents the extent of excellence that private HEIs in Sorsogon exude in terms of student outcomes and achievements. This provides insights into the level of excellence of the private HEIs and insights into the impact of the demonstrated transformational leadership by the program administrators in achieving and maintaining institutional excellence in their respective institutions.

Table 3.a Academic Performance: Student Outcomes and Achievement

Indicators	1 <sup>st</sup> District		2 <sup>nd</sup> District		AWM	Int.
	WM	INT.	WM	INT		
A. Licensure Exam Performance	3.34	VHE	3.24	HE	3.29	VHE
Passing Rate	2.87	HE	3.23	HE	3.05	HE
Topnotchers	2.60	HE	3.15	HE	2.88	HE
Performance v.s. National average	3.15	HE	3.30	VHE	3.23	HE
B. Graduation Rate	3.33	VHE	3.42	VHE	3.38	VHE
C. Academic Progression	3.45	VHE	3.47	VHE	3.46	VHE
D. Student Awards and Recognitions	3.18	HE	3.40	VHE	3.29	VHE
E. Employability and Career Success of Graduates	3.36	VHE	3.34	VHE	3.35	VHE
Employment Rate	3.37	VHE	3.29	VHE	3.33	VHE
Employer Satisfaction	3.34	VHE	3.18	HE	3.26	VHE
AWM	3.20	HE	3.30	VHE	3.25	VHE

Legend: 3.25 – 4.00 – Very High Extent (VHE)  
 1.75 – 2.49 – Low Extent (LE)

2.50 – 3.24 – High Extent (HE)  
 1.00 – 1.74 – Very Low Extent (VLE)

The analysis of the data regarding student outcomes and achievement reveals that the First District averaged 3.20, which is classified as a great extent, with academic advancement at 3.45 and job placement at 3.37, pushing it into very high extent territory. Despite those highs, weaker spots emerged in the areas of top examinee output, which reached only a mean score of 2.60, alongside licensing pass rates of 2.87. Meanwhile, performance across the Second District climbed further, hitting 3.30 overall, which denotes a mark within the Very High Extent range. This is fueled largely by strong showings in degree completion rates (3.42), scholarly progress (3.47), and honors received by learners (3.40). What stands out is how much better the second district performed on board exams when measured against national benchmarks (3.30) and high-ranker generation (3.15), though workplace approval dipped slightly to 3.18, trailing behind the first district's 3.34. Taken together, superiority in recognition-heavy indicators belongs to the Second District; still, each holds a firm footing, averaging 3.25 jointly under the Very High Extent label.

Despite strong internal performance, the school struggles when measured against outside benchmarks. A score of 3.46 in academic advancement shows that most learners move forward on time. Retention and timely degree completion reflect steady guidance and consistent oversight across departments. Graduation rate stands at 3.38, pointing to reliable structures helping students stay enrolled until finished. Career placement lands near 3.35, which implies coursework connects closely with job market demands. Learners leave ready and equipped with skills employers recognize immediately. Success in this area reveals that shaping scholars into working experts happens efficiently within these walls.

Yet gaps emerge when strong graduation numbers meet weaker results in licensure exams, and fewer students place among top performers. Though neither made it under High Extent ratings, these areas shape how institutions compare nationally and stand out publicly. For those managing programs, progress means sharpening focus on preparing learners for board exams and supporting exceptional academic

outcomes. Strengthening these aspects, without losing ground in job placement or advancement rates, builds lasting recognition—not just for well-rounded growth but also for standout scholarly success.

Results that highlight academic progression, placing higher than graduation rates, support the notion that in the contemporary academic landscape, excellence is no longer measured solely by enrollment numbers but by the demonstrable value added to students (Aboramadan et al., 2022; Gigliotti, 2024). The study of Reyes (2024) regarding the relationship of transformational leadership to student achievement also showed promising results, where it revealed that transformational leadership has a significant influence on student achievement. Student achievement is one of the ways that an institution excels in its goal. In terms of the effects of leaders possessing transformational leadership. This shows that private HEIs in the province of Sorsogon possess such qualities, as reflected in the excellence and very high extent of the two districts in student outcomes and achievements.

Faculty performance and qualifications are also a measure of the academic performance of schools. Ashfaq et al. (2023) highlight that transformational leadership within departments fosters an environment of self-determination that significantly boosts the scientific research performance of university faculty. Furthermore, the push for Faculty Development Programs (FDPs) has become a global standard, for these programs are essential for aligning faculty pedagogical skills with 21st-century digital demands, directly impacting the institution's competitive standing (Ullah et al., 2024). Table 3.b presents how the private HEIs fare in academic performance measured through faculty performance and qualifications. This provides insight as to how program administrators' roles and leadership have formed and impacted excellence among faculty, thus reflecting transformational leadership behaviors.

Looking at how well teachers perform and what they bring in terms of credentials, the First District scored a mean of 3.18, showing substantial strength that is driven by standout marks in teacher training (3.48), along with classroom impact (3.44), both near the top range. What stands out is that satisfaction ratings from learners reached a mean score of 3.43, while proof of professional standing hit 3.49; yet productivity outside teaching lagged, especially when it came to securing funding for studies (2.60) or sharing findings publicly (2.78). On the other hand, results for the Second District showed a marginally better average of 3.24, still within the same broad category of performance, but spread more evenly across activities tied to inquiry and knowledge creation. Even though this region trailed behind on degrees held (3.21) and feedback collected from pupils (3.07), it pulled ahead clearly in generating written work (3.13), attracting study funds (3.07), and bringing investigative insight directly into lessons (3.04). Taken together, performance across both areas remains solid, landing on a joint mean of 3.21, which is an indication of consistent teaching standards even if each place leans differently toward scholarship or formal expertise.

*Table 3.b Academic Performance: Faculty Performance and Qualifications*

Indicators	1 <sup>st</sup> District		2 <sup>nd</sup> District		AWM	Int.
	WM	INT.	WM	INT		
<b>A. Faculty Qualifications</b>	3.48	VHE	3.24	HE	3.36	VHE
Educational Attainment	3.41	VHE	3.21	HE	3.31	VHE
Professional Licenses/Certifications	3.49	VHE	3.34	VHE	3.42	VHE
<b>B. Faculty Teaching Effectiveness</b>	3.44	VHE	3.33	VHE	3.39	VHE
Student Evaluation of Faculty	3.43	VHE	3.07	HE	3.25	VHE
Peer Review of Teaching	3.41	VHE	3.38	VHE	3.40	VHE
<b>C. Faculty Scholarly Output and Engagement (Enrichment of Instruction)</b>	3.08	HE	3.18	HE	3.13	HE
Publications	2.87	HE	3.13	HE	3.00	HE
Presentations	2.78	HE	3.14	HE	2.96	HE
Research Grants	2.60	HE	3.07	HE	2.84	HE
Integration of Research into Teaching	2.85	HE	3.04	HE	2.95	HE

<b>AWM</b>	<b>3.18</b>	<b>HE</b>	<b>3.24</b>	<b>HE</b>	<b>3.21</b>	<b>HE</b>
Legend: 3.25 – 4.00 – Very High Extent (VHE)	2.50 – 3.24 – High Extent (HE)					
1.75 – 2.49 – Low Extent (LE)	1.00 – 1.74 – Very Low Extent (VLE)					

Looking at how well faculty perform and what they’re trained in, the school clearly delivers strong teaching but struggles when it comes to producing research. Despite this, scores near 3.4 for having proper certifications and being effective in class show most instructors know their fields and teach well. This is something vital for any respected college. Because lessons come from skilled experts, learners get reliable guidance throughout their studies. Such consistent support helps explain why so many finish on time and find jobs soon after.

Though the score for scholarly work stands at 3.13, which is marked high but not very high, it points to room for improvement. Research funding, along with publication output, shows research activity remains below full strength. Teaching continues strong under current priorities, true, yet lasting distinction today depends just as much on advancing knowledge. Where one district leads in classroom ratings, another pulls ahead in weaving research into practice. These contrasts hint that shared guidance across districts could align uneven capabilities. Reaching top-tier standing will demand support structures and rewards tuned to lift academic inquiry until it matches teaching quality.

Transformational leadership within departments fosters an environment of self-determination that significantly boosts the scientific research performance of university faculty (Ashfaq et al., 2023). Furthermore, the push for Faculty Development Programs (FDPs) has become a global standard; these programs are essential for aligning faculty pedagogical skills with 21st-century digital demands, directly impacting the institution's competitive standing (Ullah et al., 2024). With the results, program administrators should take into consideration strengthening these key areas to achieve excellence. It also shows that faculty qualifications are to a very high extent. When faculty possess high-level qualifications and are motivated through inclusive leadership, they are better equipped to provide the individualized consideration necessary to support diverse student populations (Eliyana et al., 2023; Teoh et al., 2022).

### **Significant Difference in the Level of Transformational Leadership as Perceived by Respondents from the 1st and 2nd Districts**

Implementing transformational leadership within private higher education institutions (HEIs) in Sorsogon Province reveals a distinct landscape where administrative styles are frequently exercised but yield varying levels of impact across the region. While program administrators in both the 1st and 2nd districts demonstrate a high frequency of transformational behaviors such as instilling pride and articulating a compelling vision, statistical evidence highlights a meaningful divergence in how these practices are perceived and experienced by their respective faculties. This study sought to determine if these geographical differences were merely random or representative of deeper operational variations that influence the overall drive toward institutional excellence.

Table 4 presents the independent samples t-test, whose data reveal a statistically significant difference in the level of transformational leadership between the two districts, evidenced by a p-value. This provides a significant insight as to how transformational leadership in the two districts was perceived by the respondents. This provides valuable information in order to compare the institutional strengths and needs of each district, thus recommending an applicable leadership program framework for program administrators.

Table 4. *Test of Significant Difference of Transformational Leadership as Perceived by Respondents from the 1st and 2nd Districts*

Statistical Variable	Value
Mean Difference	0.101
Degrees of Freedom (df)	30
t-statistic ( <i>t</i> )	3.277
p-value ( <i>p</i> )	0.0027
Alpha Level ( <i>α</i> )	0.05

When the independent samples t-test was applied to these figures, the human story became more complex. Despite the qualitative "FinA" status of both districts, the computation yielded a p-value of 0.0027 ( $p < 0.05$ ). This indicates that the 0.10 gap between the two districts is not a random fluctuation but a statistically significant difference in lived experience. As Adenigbagbe et al. (2025) noted in recent studies on performance, even minor variances in "Individualized Consideration"—where your 2nd District scored its lowest (3.51)—can lead to measurable differences in how followers perceive the leader's genuine care and mentorship, potentially explaining why District 1 feels a significantly stronger connection to the leadership vision.

The implications of this significant difference suggest that while leadership is good in both districts, the 2nd District may be experiencing a slight vision-execution gap. Research by Muhammad et al. (2023) posits that when intellectual stimulation and individualized support begin to dip—even if they remain within a high range—it can signal the onset of routine-based leadership rather than true transformation. For the 2nd District, the slightly lower scores in "Acts with integrity" (3.59) and "Individualized Consideration" (3.51) imply that followers may desire more personal coaching and a more visible commitment to ethical consistency to bridge the gap with their counterparts in District 1.

Ultimately, these findings link back to the "CALL" framework (Challenges, Adaptation, Leadership, and Learning) proposed by contemporary researchers like Gupta (2025). To harmonize the performance of both districts, leadership must move beyond a one-size-fits-all approach. By addressing the statistically significant perception gap identified in the T-test, administrators can ensure that the high standards of integrity and pride seen in the 1st District are replicated in the 2nd, creating a unified organizational culture that is resilient, inspired, and statistically superior in its collective mission.

### **Challenges Encountered by Program Administrators in Implementing Transformational Leadership**

Implementing transformational leadership within private Higher Education Institutions (HEIs) in Sorsogon Province is a complex endeavor where program administrators must move beyond routine management to inspire institutional excellence. While these leaders frequently demonstrate core transformational behaviors such as articulating a compelling vision and modeling high ethical standards, their efforts are increasingly compromised by systemic internal and external pressures. In the pursuit of high academic standards mandated by national frameworks like Republic Act No. 7722, administrators often find that the foundation of institutional success rests precariously on the morale and well-being of their human capital. Consequently, the implementation of this leadership style in Sorsogon is not merely a choice of management strategy but a necessary response to a "quiet crisis" of burnout and high workload that threatens the stability of the academic workforce.

Data reveal that while challenges are generally sometimes encountered (overall mean score of 2.33), there is a significant difference in the implementation experience between the two districts. The 1st District reports a higher mean score of 2.43 compared to the 2nd District's 2.22, indicating that administrators in the 1st District face more frequent struggles, particularly with balancing leadership roles

Table 5. . Challenges Encountered in Implementing Transformational Leadership

Indicators	1 <sup>st</sup> District		2 <sup>nd</sup> District		AWM	AI
	WM	AI	WM	AI		
1. Resistance to change	2.18	SE	2.01	SE	2.10	SE
2. Management and Employee-Related issues.	2.04	SE	2.19	SE	2.12	SE
3. Lack of Resources and Institutional Support.	2.40	SE	2.20	SE	2.30	SE
4. Balancing Leadership with administrative tasks	2.71	E	2.31	SE	2.51	E
5. Difficulty in fostering a shared vision	2.58	E	2.14	SE	2.36	SE
6. Balancing Individual Needs and Institutional Goals	2.70	E	2.30	SE	2.50	E
7. Maintaining Momentum and Sustaining Change	2.67	E	2.36	SE	2.52	E
8. Lack of Training and Development	2.90	E	2.25	SE	2.58	E
9. Cultural and Political Factors	2.86	E	2.42	SE	2.64	E
AWM	2.56	E	2.24	SE	2.40	SE

Legend: 3.25 – 4.00 – Always Encountered (AE)

1.75 – 2.49 – Sometimes (SE)

2.50 – 3.24 Encountered (E)

1.00 – 1.74 – Never Encountered (NE)

against heavy administrative tasks. Analysis shows that the most pressing obstacles are systemic rather than individual: cultural and political factors emerged as the highest-rated challenge (2.64), followed by a lack of training and development (2.58). Furthermore, specific financial pressures, such as the severe budget crisis noted in the 2nd District (3.07), highlight that the effectiveness of transformational leadership is often contingent upon the availability of baseline institutional support and resources.

These findings suggest that even the most visionary leaders can be restricted by deep-rooted institutional cultures and a lack of formal strategic toolkits. The moderate frequency of managerial overload, with a mean score of 2.51, implies that administrators are often forced to prioritize top-down control and efficiency metrics over the visionary goal-setting required for true transformation. This necessitates a shift toward the Transformational Synergy Leadership Theory (TSLT), which advocates for adaptive path-finding to dismantle organizational barriers and contextual flexibility to mitigate friction caused by internal political factors. Ultimately, for private HEIs in Sorsogon to achieve sustainable growth, institutions must move away from a one-size-fits-all approach and instead institutionalize professional development programs that bridge the identified training and perception gaps between the districts.

For program administrators, transitioning from traditional management to a transformational model requires navigating complex organizational structures, resistance to change, and resource limitations. Recent studies highlight several critical barriers that hinder the effective application of the "Four Is" in contemporary academic and corporate settings (Aboramadan et al., 2022; Gigliotti, 2024). As presented in the data, the most pervasive challenge encountered by program administrators is institutional resistance. Traditional academic environments often possess deeply rooted cultures that favor stability over innovation. According to Eliyana et al. (2023), administrators frequently face pushback when attempting to implement intellectual stimulation, as faculty and staff may perceive the questioning of established norms as a threat to job security or professional autonomy. This only shows the call for transformation to overcome cultural and political factors hindering the achievement of institutional success.

### The Transformational Leadership Program Framework

The proposed Transformational Leadership Program Framework presents a systematic and evidence-based approach to cultivating transformational leadership among administrators in higher education institutions (HEIs). As illustrated in Figure 3, the model is anchored in the Input–Process–Output–Outcome (IPOO) model and integrates the core pillars of Transformational Synergy Leadership (TSL) theory: inspirational visioning, relational excellence, institutional embedding, fact-finding, and

contextual flexibility. By linking these theoretical pillars with a clearly defined sequence of inputs, developmental activities, measurable outputs, and long-term outcomes, the framework bridges the gap between leadership theory and practical application. This alignment demonstrates how executive transformational capabilities can be developed, applied, and sustained within institutional contexts. Functioning both as a conceptual advancement and a practical guide, the program model provides a strategic roadmap for designing, implementing, and evaluating administrative authority and stewardship development initiatives that aim to enhance institutional resilience, transformation, and long-term effectiveness in higher education.

The impact of the recommended program framework is the capability to provide a holistic and structured model for leadership development that is directly applicable to HEIs. By organizing leadership development into four interconnected stages—Input, Process, Output, and Outcome—the IPOO model outlines a structured approach to leadership development, ensuring a logical and continuous progression from preparation to long-term institutional transformation. This system approach addresses a common gap in leadership programs, which often lack coherence, continuity, and measurable impact. Through this model, institutions are guided to adopt a systematic process that begins with careful planning and ends with sustained organizational excellence.

The input stage (coded orange) serves as the foundational phase of the framework, emphasizing the critical importance of establishing a solid basis for transformational leadership development. During this phase, the framework focuses on systematically preparing both participants and the institutional environment to ensure that subsequent developmental activities are effective and meaningful. Key components of this stage include identifying suitable participants who demonstrate potential and commitment to leadership roles, allocating essential resources such as time, funding, and access to learning tools, and conducting comprehensive baseline assessments of existing leadership capabilities, institutional practices, and organizational needs.

By aligning the input phase with all six pillars of Transformational Synergy Leadership (TSL) theory, the framework ensures a holistic and integrated approach to leadership development from the outset. This alignment guarantees that interventions are strategically relevant, contextually grounded, and targeted to address both individual and institutional priorities. Moreover, this stage promotes data-driven planning and decision-making, enabling program designers to make informed choices about participant selection, resource allocation, and program focus areas. Such a systematic approach enhances program effectiveness, quality, and accountability, laying the groundwork for sustainable leadership development that responds to the unique challenges and needs of higher education institutions (HEIs). By establishing a strong and well-informed foundation, the input stage sets the stage for a continuous, coherent, and impactful leadership development journey throughout the entire framework.

The Process stage (coded blue) serves as a pivotal phase in shaping leadership capabilities through active and experiential learning. At this phase, administrators are engaged in a variety of structured developmental activities, including workshops, mentoring sessions, simulations, role-playing exercises, and guided reflection. These activities are designed to foster deep engagement, allowing participants to move beyond theoretical understanding and gain practical, hands-on experience in leadership practice. By centering the development process on the TSL pillars of Inspirational Visioning, Relational Excellence, and Adaptive Path-Finding, the framework ensures that participants cultivate essential qualities such as strategic thinking, effective communication, collaborative problem-solving, and adaptability in complex organizational environments.

The significance of the process stage lies in its learning-by-doing approach, which encourages participants to internalize leadership principles and immediately apply them in realistic scenarios. This experiential methodology strengthens critical thinking, enhances decision-making skills, and promotes reflective practice, enabling administrators to better anticipate challenges, respond to dynamic institutional needs, and foster innovation. As a result, participants emerge from this stage as more confident, capable,

and responsive leaders, equipped not only with knowledge but also with practical skills that can be directly applied to improve institutional performance and drive positive organizational change within Higher Education Institutions (HEIs).

The output stage (coded green) is substantial in providing clear and measurable indicators of leadership development. It captures assessments and improvements in knowledge, skills, and participants' reflection or the observable leadership behaviors, demonstrating the immediate results of the program. By aligning this phase with Institutional Embedding and Contextual Flexibility, the framework ensures that leadership competencies are not only acquired but also effectively applied within organizational settings. This has a direct impact on institutional practices, as administrators begin to implement improved leadership approaches in their respective roles. It also allows institutions to evaluate the effectiveness of their leadership programs using concrete evidence, thereby supporting continuous improvement.

The Outcome stage (coded gold) represents the highest level of impact, where the full integration of leadership competencies leads to excellence synergy. This outcome reflects the development of cohesive teams, aligned organizational goals, resilient systems, and sustained high performance. The significance of this stage lies in its focus on long-term institutional transformation rather than short-term individual gains. It demonstrates how leadership development, when properly structured and implemented, can contribute to broader organizational success. This is particularly important in higher education, where strong leadership is essential for maintaining academic quality, responding to change, and achieving strategic objectives.

Furthermore, the proposed program design carries significant implications for both institutional advancement and policy formulation within the higher education sector. It reinforces the importance of embedding leadership capacity-building initiatives into core institutional functions, particularly in strategic planning and quality assurance systems. By integrating governance capacity-building initiatives into these processes, institutions can ensure that administrative operations remain adaptive, evidence-informed, and fully aligned with long-term strategic objectives.

In addition, the program framework offers a scalable and context-responsive approach, allowing it to be effectively adaptable across diverse institutional settings with varying needs, resources, and priorities. This adaptability enhances its practical relevance, enabling Higher Education Institutions (HEIs) to implement structured and coherent leadership initiatives that are sensitive to their unique operational contexts. As a result, the program design contributes to the systematic strengthening of executive capacity, fostering a culture of continuous improvement, innovation, and accountability across the higher education landscape. Ultimately, its application supports the development of more resilient, effective, and future-ready institutions.

In conclusion, the formulated Transformational Leadership Program Model provides a comprehensive, systematic, and actionable approach for cultivating transformational capabilities within Higher Education Institutions (HEIs). By seamlessly integrating theoretical foundations with practical strategies, the model addresses a critical gap in executive capacity-building, offering a coherent, evidence-based, and contextually adaptable system. Its impact is multi-layered, fostering individual growth among administrators while simultaneously driving institutional transformation. Through the development of visionary, adaptable, and collaborative leaders, the model promotes innovation, cohesive teamwork, and sustained organizational excellence, enabling HEIs to navigate complex challenges, uphold rigorous academic standards, and achieve strategic priorities with precision.

Furthermore, by effectively bridging theory and practice, the model serves as a strategically valuable guide for policymakers, program designers, and institutional stakeholders. It provides clear direction for the design, implementation, and evaluation of executive initiatives that are measurable, impactful, and aligned with institutional objectives. This dual contribution—advancing governance scholarship while delivering a practical, scalable mechanism—empowers HEIs to strengthen strategic capacity, enhance organizational performance, and achieve enduring, resilient success. Ultimately, the

program model serves as a definitive reference, cultivating transformational capabilities that deliver meaningful, enduring, and sector-wide impact across higher education institutions.

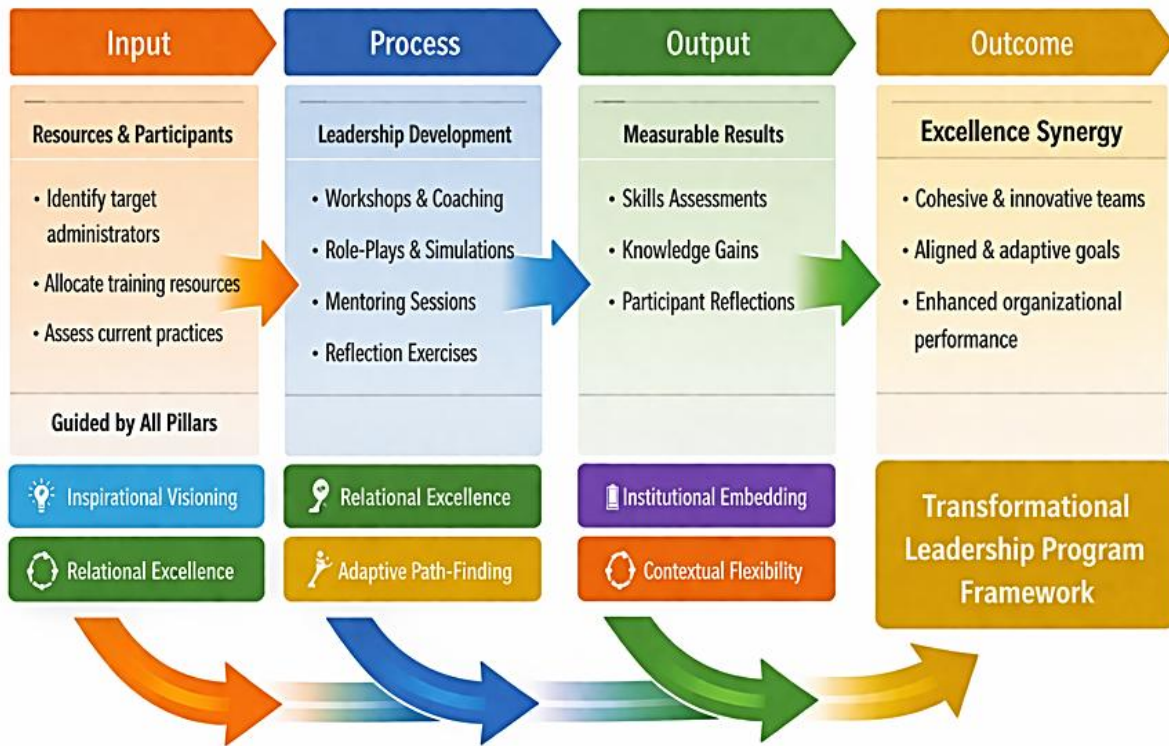


Figure 3. Transformational Leadership Program Framework

## CONCLUSIONS

Based on the findings of the study regarding the role of program administrators in private higher education institutions (HEIs) in Sorsogon Province, the following conclusions are drawn.

1. The administrative leadership in Sorsogon's private HEIs is characterized by a mature, female-dominated workforce with significant academic qualifications. The prevalence of administrators in the 41–45 age bracket suggests a leadership core that possesses the energetic maturity required for institutional growth. While there is a healthy mix of seasoned veterans and new professionals, the high concentration of master's degree holders indicates a strong foundational competence, though it also points to a need for continued progression toward doctoral attainment to meet the highest standards of academic leadership.

2. Program administrators consistently embody the core tenets of transformational leadership, with idealized influence being their strongest attribute. They effectively serve as ethical role models who inspire pride and loyalty. However, while they excel at vision-casting (inspirational motivation) and encouraging innovation (intellectual stimulation), there is a slight relative weakness in individualized consideration. This suggests that while the "big picture" leadership is strong, the intensive, one-on-one mentoring and coaching required for long-term faculty development is sometimes constrained by administrative demands.

3. The private HEIs in Sorsogon have achieved a commendable level of institutional excellence, particularly in faculty performance and student outcomes. The "High Extent" of excellence in licensure examination results and teaching effectiveness confirms that the current leadership approach is yielding tangible academic success. However, the slightly lower ratings in research engagement suggest that while

the institutions are excellent at "instruction," they are still in the process of maturing into robust "research-producing" entities.

4. There is a statistically significant disparity in leadership manifestation between the 1st and 2nd Districts of Sorsogon. Administrators in the 1st District demonstrate a higher frequency of transformational behaviors compared to their counterparts in the 2nd District. This gap implies that geographical, economic, or institutional culture differences between the districts influence how leadership is practiced, suggesting that the 2nd District may require more targeted interventions and resource allocation to reach the same level of leadership synergy.

5. The implementation of transformational leadership is not without hurdles, primarily hindered by cultural and political factors and a lack of specialized training. The "Managerial Overload" reported by many administrators indicates that heavy clerical and bureaucratic responsibilities often "crowd out" the opportunity for transformational engagement. This suggests that for excellence to be sustainable, institutions must address the structural barriers that prevent leaders from focusing on people-centric growth.

6. The development of the Transformational Synergy Leadership Theory (TSLT) and its accompanying framework is both timely and necessary. By focusing on the five dimensions, namely visioning, path-finding, embedding, relational excellence, and flexibility, the proposed program provides a roadmap for bridging the gaps identified in the study. The conclusion is reached that institutional excellence in Sorsogon is not static; it requires a systematic, theory-driven approach to leadership development that moves beyond individual charisma toward institutionalized synergy.

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