

The Dominican Sisters in the Academe: A Phenomenology of Leadership Practices

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Abstract

This study aimed to discover the lived experiences of Dominican Mission School Administrators who administered the mission school of the Dominican Sisters of the Trinity in Region IX, Philippines, specifically their challenges and difficulties, their coping mechanisms, and insights on leadership. Utilizing qualitative-phenomenological design and purposive sampling approach, the researcher conducted an in-depth interview to 5 participants and focus group discussion with 7 participants. Data collection utilized a semi-structured validated interview guide. Thematic content analysis was employed as a data analysis tool. As revealed, Dominican Mission school administrators experienced the following difficulties and challenges as leaders: *commitment in serving the mission, obligated to commit to the given-task, duty bound to make the right decision, relying on divine providence, challenges in teacher-retention, challenges in maintaining the school operation questioning competence and tasking and demanding*. On the other hand, they were able to overcome these challenges through the following coping strategies: *instill goodness in the community through mission, appreciate adversity, educating stakeholders, maintain good relationship, appreciate others, calibrate leadership style, improve oneself, inspire others, train faculty and staff, and teamwork*. In addition, the insights shared by the study participants because of their experiences included *flexibility in meeting the desired outcome, think strategically, identify and develop talent, practice participatory leadership, plan ahead, collaborate with stakeholders, set qualification standards in hiring personnel and ground work training is a necessity*.

Keywords: *educational management, leadership practices, Dominican Sisters, phenomenology, Philippines*

1. Introduction

A high level of school head's interaction and participation can increase teachers' learning climate, achievement, and commitment in school (Garet, 2017). This means that school heads play an essential role in building educational organizations. Additionally, when leaders are influential, their subordinates are highly motivated, committed, and highly performing. As a result, their productivity within the workplace increases. More so, ineffective leaders create bad morale and hamper employee's satisfaction and engagement. This may lead to occupational stress that is associated with diminished organizational and individual outcomes including negative employee health problems at the psychological and physiological levels (Jacobs, 2019).

Researchers have found and looked at different contexts and begun to come up against another problem regarding management and leadership. The concern and continuing debate are understanding the

relationship between these two organizational functions and to what extent they are different or similar (Roe, 2017). Furthermore, among the United States of America institutions, for example, education suffers more significantly from leadership issues than in other developing countries simply due to the country's prosperity. It is therefore believed that the relative independence of each state makes leadership and standardization difficult, especially when professionals seek employment outside their state (Casas, 2017). Thus, researchers examine not who a leader is but how a leader behaves.

Over time, researchers have proposed many different leadership styles, as no particular leadership style can be considered universal. Despite the many diverse leadership styles, a sound or effective leader inspires, motivates, and directs activities to help achieve group or organizational goals. In other words, leadership and commitment are indispensable elements for every school organization to succeed. Leadership styles have an essential, direct cause and effect relationship on business success and their development. Leaders' roles revolved in forming values, visions, and employee's motivation (Mkheimer, 2018). Every school ardently needs genuine leadership and committed human resources to become a practical and relevant dynamo of education's learning and teaching processes. However, today's world of education is more challenging than ever.

Hence, this study's contribution will impact those in the academe, not only the Dominican mission school administrators but everyone in the field of education, to ensure that school administrators will consciously practice good leadership in manning their respective schools.

2. Research Questions

This study would like to specifically seek answers to the following questions:

1. What are the challenges and difficulties of Dominican Sisters as administrators?
2. How did the Dominican Sisters cope with their challenges and difficulties?
3. What leadership insights can be drawn from their experiences as Dominican mission school administrators?

3. Literature Review

Theoretical Lens

The philosophical paradigm of constructivism describes as the approach to learning believes on the personal construction of knowledge by learners through interaction of prior knowledge to form a new knowledge (Kayii & Akpomi, 2022). While the philosophical paradigm of interpretivism rooted in the fact that methods used to understanding knowledge related to human and social sciences cannot be the same as its usage in physical sciences because human interprets their world and then acts based on such interpretation while the world does not (Alharahsheh, & Pius, 2020). Fry's theory of spiritual leadership served as the foundation for understanding spiritual leadership for the purpose of this study. In this theory, leadership is defined as the art of mobilizing others to take part in a common struggle for shared aspirations (Fry & Nisiewicz, 2013). The leader does this by creating the vision of a long-term challenging, compelling and desirable future. This gives a sense of mission that explains who the organization is and focuses on what they are striving to accomplish together. Positive leadership encourages shared responsibility among leaders and their members in achieving common goals and aspirations. Motivation in the work results when leaders create an environment that brings out the best in people as they achieve individual, group, and system-wide rewards. Motivation created in this type of work environment leads to effort above minimum levels, spontaneity, and cooperative behaviour (Fry & Nisiewicz, 2013). Fry's

notion on spiritual leadership remains the anchor of this study, that leadership is a concerted effort rather than an isolated mission.

Dominican Leaders

The mission given to the Dominicans by their founder St. Dominic de Guzman was to proclaim the word of God while sustained by life in common through preaching and teaching by example. Men and women of the Order of Preachers (Dominicans) have been on this mission worldwide. Albert (1994) claimed these institutions are known for their excellence in teaching, preaching, and dedication to truth, study, contemplation, and action. This similar claim has illuminated in the study of Hermawan (2021) stating that Dominican spirituality provides unity of leadership styles among the teachers of the Dominican high school. More so, these leadership styles adopted by teachers are aligned with the Dominican spirituality leadership. This further means that the connection of the Dominican spirituality and educational leadership was rooted in the values and vision of Dominican Educational Institution, and this has become an educational leadership identity among high school teachers.

The Order of Preachers (Dominicans) comprises men and women of four branches: friars, who may be priests or brothers; cloistered nuns; sisters; and laity. Historically, teaching has been at the Dominican Order's root, as McGreal (2003) quoted. For instance, on December 22, 1216, Pope Honorius, in the foundation document, declared Dominic's order inviolable for all time to come. A brief bull predicts that the brethren of your order will be the champions of the faith and true light of the world." Fogleman (2019) cited Jones' work stating that the Dominican sisters fulfilled the Order's liturgical expectations through a 'working literacy,' which reflected a myriad of different levels of reading competency. In addition, as reviewed by Fogleman, Dominicans were guided by friars to teach a sort of spiritualism that rejected outward works and institutional order. This proves more that teaching has been in the bloodstreams of every Dominican.

After this document, from the beginning, St. Dominic, by the particular inspiration which was his, laid the foundation for the involvement of religion in the work of education. Because of Dominic's work and accomplishments found Dominicans at the source and heart of the educational apostolate. Many Dominicans have earned leadership positions in higher education and teaching. They are making strides as total participants in providing leadership roles to different institutions of higher learning. Quigley (1993) stated the world of higher education is a most fitting place for the presence of Dominicans. This has been proven in the study of Allison (2022); his paper states that Dominican sisters in the United States embarked on ambitious architectural projects to inscribe their charism into the fabric of their ministry and community ---that includes teaching. The purpose of Dominican institutions has always been to strive to bring people in harmony with themselves and their God, which they have accomplished through liberal arts as they prepare their students to become leaders in the world. The Dominican educational teaching system is derived directly from the order's spirit. It is a passion for teaching which has endured for eight centuries.

First, there is the willingness to use contemplation in human knowledge, and second, there is the stress on the search for truth. Dominican education is only complete with attention to developing the person's moral, intellectual, and spiritual well-being. Dominican men and women continue to be involved in the work of teaching. They can be found in colleges, universities, and seminaries in the United States and the Philippines. Teaching was seen as an aspect that characterized the Dominican life and spirit. Some of these Dominican educators are not only teaching various subjects to students from elementary to tertiary, but

they also integrate faith and religion as they teach, sharing their stories emphasizing points in their lives as they experienced the Dominican Spirit. One example can be listened to as shared by Sr. Kovack (2018). Yet, in the study of Bagaipo and Trocio-Bagaipo (2018), they found out that after students enrolled and graduate under the Miska Youth Formation run by Dominican Sisters, the specific formation activities categorized under the four pillars, pray, play, study, and serve are perceived to be generally helpful to students' lives, current work status, personal and professional growth. This is obviously a result of good leadership, participation and cooperation of all teachers involved. This only calls that leaders can always depend on their teachers; they just need to have a good communication between and among them.

Based on the research of Leithwood and Riehl (2003), the essential components for sustaining success in a school environment are classified under three core effective leadership practices: (a) setting direction for the school, (b) developing people, and (c) redesigning the organization. These leadership practices should also be considered challenges administrators face due to the difficulty and ambiguity of their implementation. In addition to this, digitalization and the change of teaching and learning setup should be addressed by these leaders to be implemented in this new normal; this is clearly another challenge to their leadership.

A study of Håkansson Lindqvist and Pettersson (2018) that uses Dexter's four categories of (a) setting the direction, (b) developing people, (c) developing the organization, and (d) developing teaching and learning, to bring order in the data, revealed that school leaders see digitalization as a wide and complex concept that includes technical, pedagogical, administrative and organizational challenges at all levels of the school organization. Hence, this calls an immediate action from them.

Leadership Practices

Knowing how leadership occurs is as critical as knowing what to do in a leadership position. Leadership practice is significantly evolving and changing in our schools. So, what exactly is meant by the method of school leadership? By leadership practice, we mean the particular instances of leadership as they unfold in the moment-by-moment interactions in a specific place and time. Leadership practice in a particular place and time has to be understood as part of an overall system of practice that is influenced not only by the immediate situation but also by the broader contextual and social influences upon the school. Montgomery (2020) discussed in his paper the importance of cultivating leadership for progressive faculty and academic staff development through strategically tending the cultures and systems that one leads, in addition to tactical supervision of people. He described it as systems-engaged leadership manifested as grounds keeping, or as attending to the individuals in an organization while simultaneously actively tending the ecosystems in which the work of the organization occurs.

In the book *Challenging Leadership Practice*, authors Harris et al. (2007) emphasized that leadership practice is part of the social world of the school and is intrinsically linked to the everyday interactions that take place there. Attention to these everyday interactions is essential to create schools as solid professional communities. Furthermore, how people work together will dictate how far they can learn from each other. As schools become more complex organizations, the more traditional forms of leadership will no longer be able to deliver sustainable improvement. Both lateral and vertical forms of leadership will be required to build organizational capacity and secure long-term improvement. A combination of transformational leadership behaviors is required for school leaders to foster teacher learning and improve teaching practices.

Yet, in the study of Niewiesk and Garrity-Rokous (2021), they defined six domains of competence with their respective competencies. The first one is Values and Behaviors which is believed that the foundation of the leadership framework lies in the institution's promotion of ethical values and professional attitudes as well as personal and skills development by its administrators. Second is Developing people which refers to the systematic development of people that focuses on the recruitment and development of faculty and staff. Third is Decision-making where models and processes as well as the participation of faculty and staff are essential for the ability to reach well-reasoned comprehensive decisions. Fourth is Goalsetting; this includes strategic planning, change and crisis management appropriate for every administrative level and function that serve to guide administrative work including resource allocation. Fifth speaks about Organization, and this focuses on reviewing and revising the organizational structure of the units and their processes that result in an agile and adaptable university. The last one is Oversight; this specifies that providing oversight for people is crucial to ensure performance in terms of productivity and professional behavior.

Kouzes and Posner (2007) found that leaders thrive on and learn from adversity and difficult situations. They are risk-takers who regard failure – where not caused by poor performance – as a valuable chance to learn and innovate. They are also early adopters. They seek things that appear to work and then insist they are improved. They challenge 24/7. They found in their research that people are motivated most not by fear or reward but by ideas that capture their imagination. This is not about having a vision but communicating it effectively so that others take it on board. Great leaders are future-orientated and seek to energize others with passion, enthusiasm, and emotion. They want to bring people on board with this sense of shared purpose. The same authors established that people act best when they are passionate about what they are doing. Leaders unleash the enthusiasm of their followers with stories and passions of their own. They enjoy celebrating successes – even small ones. They tackle challenging projects recognizing others' contributions.

Meanwhile, the study of Khuyen Dinh, Caliskan, and Zhu (2020) demonstrated that academic staff and leaders widely perceive the notion of academic leadership in diverse contexts as a complex concept. Their findings provided several insights into understanding the profile of an effective academic leader who possesses a range of capacities and specific leadership styles.

Moreover, Kouzes and Posner seek out and recognize individual and team contributions to the success of every project. They celebrate team and individual accomplishments regularly – and look for engaging and novel ways to do so.

These authors discovered that when leaders experience their personal best, they display five core practices: they Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart. This may eventually transpire to signifying academic leadership to become larger and more central for the development of qualities of education, as found by Tariq Zafar, Hmedat, Chaubey, and Rehman (2019) during the conduct of their literature reviews. Their study also states that universities need to be consciously and explicitly managing the processes associated with the creation of academic leadership with their knowledge assets and to recognize the value of their intellectual capital to their continuing role in society and in a wider global marketplace for higher education.

Furthermore, Kouzes and Posner posited that a third dimension of supervision, which has been consistently related to productivity, is a syndrome of characteristics called "employee orientation." In contrast to the production-oriented or institution-oriented supervisor, the employee-oriented supervisor gives significant attention to creating employee motivation. The specific ways he does may vary from

situation to situation, but they contribute to a supportive personal relationship between himself and his work group members. Thus, in group relationships, as in others, we find that the twin criteria of productivity and morale have many determinants in common. Kusrini, Suriansyah, and Saleh's (2018) study revealed that there was an influence of supervisor's academic supervision on teacher's work commitment, work motivation, and behavior. This provides an idea that the teachers' actions, commitment, and perceptions about various academic events depend on how their administrators treat them.

In the book, *Poised for Excellence: Fundamental Principles of Effective Leadership in the Boardroom and Beyond*, Mariama-Arthur (2005) writes, "To avoid battling phantom antagonists, leaders recognize that they are only ever competing against themselves. While leaders who embrace this principle create a customized path to success by ignoring the distraction of competition, they also get to work. Even those competing against themselves will lose the race if unprepared for its rigor." The strategy for addressing illusive rivalries is straightforward: Extraneous competition is a familiar aspect of business life. Instead of becoming obsessed with it, influential leaders tend to command the best of themselves. This mindset shift also helps them produce the best results for the organizations and institutions they serve (Bahreini, 2018). Leaders are vital to successful organizations, communities, and rural schools. Leaders come in many forms, serve many functions, exhibit many styles, and are seen in many venues. Various leadership styles had a positive impact on organizational innovation either directly or indirectly, by influencing the organizational climate, employees and leader's behavior or other organizational variables such as learning and knowledge sharing (Alblooshi, M., Shamsuzzaman, M., & Haridy, S. 2021).

For example, school principals, in the study of Kalkan, Aksal, Dagli, et al. (2020), manifest transformational leadership characteristics. The perception of school culture by the teachers is strong, and the perception of the organizational image by the teachers is medium. Additionally, it was also found out that there are significant relationships among leadership styles, the school culture, and organizational image, along with the leadership style of school principals, which significantly predicted school culture, and school culture, which is significantly predicted organizational image.

Nummery (2005) found that principals who were at school sites for at least five years and had high ratings on ISLLC school leadership standards had higher achieving schools than those led by lower-rated principals. Recent educational literature has focused on contemporary leadership theories surrounding the notions of change, collaboration, and performance improvement. Research also suggests that the roles of educational leaders are significant to teachers, instruction, and outcomes of student learning and achievement. According to school staff and parents, administrative and teacher leaders they shared numerous responsibilities and distributed leadership across the small staff. Serious emphasis was given to instruction, including monitoring of teachers, collaborative planning, and curriculum modification resulting in new instructional programs and practices. As instructional leaders, the principal and vice principal were actively and collaboratively involved with curriculum improvement, teacher development, data driven decision-making, and engaging teachers in open conversations about teaching practices. The principal shared leadership functions with others, including the vice principal, counselors, designated teacher leaders, and office manager. Nummery found evidence to support a direct relationship between effective leadership and student achievement in the three high-performing, high-poverty rural high schools.

Karacabey (2020) determined in his paper that school administrators frequently contribute to the professional development of teachers. He also determined that the most frequent activity of the school

administrators was to review the relevant sources and to inform the teachers about educational innovations, while the least frequent activity was to develop an example course to develop teachers. On the other hand, Justice's (2018) study revealed that principal interpersonal skills do impact school climate. The two interpersonal skills that showed significance as measured by their relationship to climate were trust and problem-solving. Another finding she had was knowing that principal interpersonal skills did not statistically predict teacher turnover; however, that this data indicated that teacher morale and retention were based on the skills of the school leader.

In conclusion, formal leaders who positively impact student achievement share leadership responsibilities with others, facilitate change, and focus on instructional improvements for all students (Masumoto et al., 2009).

Setting Direction

The leadership component of setting direction incorporates actions toward developing goals for the school and inspiring individuals with a vision of the future (Leithwood & Riehl, 2003). This approach to leadership is vital to school effectiveness because it creates a sense of purpose for all the stakeholders involved. Leaders who articulate their foundational beliefs and goals for the school's short- and long-term success do indeed accomplish long-term success (Leithwood & Riehl, 2003). The growing importance of knowledge work teams makes it imperative to understand the factors contributing to their effectiveness. Research on knowledge work team effectiveness has been limited, but findings suggest that direction setting is vital. Hamidifar, and Ebrahimi (2016) categorized academic leadership into three classes (a) setting of direction, (b) organizational, and (c) staff development at three administrative levels: central office, branch office, and faculty personnel. More so, they found out that by setting direction, leaders may confront obstacles that can possibly hinder their academic leadership. These obstacles were identified as (a) centralization of power, (b) bureaucratic hierarchy, (c) budgetary restraints, (d) ineffective interaction including ineffectual communications as well as social, political, and cultural interventions, and (e) unqualified staffing policies that eschewed meritocracy.

Moreover, Hamidifar, and Ebrahimi's study revealed that the functional purview of an effective academic leader is driving an institution's vision forward toward achieving and defining its mission and objectives. This also signifies an indispensable need for academic leadership development programs that incorporate, protect, and support scientific management skills based on sound moral values, mutually established trust, collegial respect, and the application of transaction and transformational governance methods in teaching, learning, and research.

On the other hand, other researchers also believe that visionary leadership is needed for success within an academic institution. One component that affects good leadership is one has a commitment to the institution, its community, its faculty and staff, and most importantly, its students. Commitment drives the persistence and passion to compel reform within the walls of an organization. Christopher Day (2004) compiled ten high-achieving urban head teachers' experiences and documented the essential leadership qualities they identified as crucial to successfully managing a school. Almutairi's (2020) study found out that positive connection occurs amongst leaders' self-efficacy and affective commitment; positive association among leaders' self-efficacy and continuance commitment. Lastly, leadership self-efficacy is associated positively with normative commitment. After finding all this, Almutairi concluded that in order to improve organizational commitment of faculty members, leaders must step up their self-efficacy and provide an enabling environment for team work and innovation.

They all agreed that commitment to a common goal was a factor in leadership effectiveness; this idea aligns with the leadership practice of identifying and articulating a vision. Teaching forms part of the fundamental and foundational components of schooling. Establishing the culture of commitment through quality teaching positively impacts on learning outcomes (Khumalo, 2018). According to Day (2004), some practices include having a clear set of values, ideologies, and identity, a willingness to reflect upon experience and be adaptable, and being intellectually and emotionally engaging. Given that setting direction is a vital, multifaceted, and complex practice for an effective school, it is necessary to research further how leaders in high-need schools who can sustain academic achievement set direction.

Recent research has shown that the principal ensures that a school meets both goals and is inclusive and effective. As defined by Baporikar (2018), leadership refers to means and methods of soliciting for managing the capacities and vitalities of all stakeholders toward achieving common goals. She added that in education, teaching students has to be the central purpose which education leadership must reflect. This means that leaders of the academe shall guide their faculty and staff in achieving the goal of providing what is best for their clientele, who are the students; in short, they should be a team. In a study direction, setting variables positively contribute to teams developing a shared understanding of their priorities, work to be done, and effectiveness outcomes. A shared understanding was necessary for team performance rather than unit performance, improvements, or member satisfaction. The only predictor variable contributing to shared understanding and performance outcomes was the clarity of the organization's strategy. The paper's results confirm the importance of shared understanding to team performance and the overall importance of both contextual and process aspects of direction-setting because of their direct and indirect impact through shared understanding of the various facets of effectiveness. The most exciting aspect of these findings is how different direction-setting measures relate to different effectiveness aspects. These findings shed light on the nature of organizations that perform complex knowledge tasks and are designed to work laterally through teams. They also provide evidence of the difficulty of transitioning from a traditional hierarchically oriented system to a team-based organization (Cohen et al., 1999).

Janz et al. (1997) found that contextual factors that orient team members to what they are trying to accomplish, such as high-quality goals, frequent feedback, and efficient information transmission, were related to team performance in information system support teams. He also found that high-quality goals and efficient information transmission increased the positive relationship between team process and effectiveness. These findings that direction-setting contextual mechanisms are related to knowledge work team effectiveness are consistent with the exhortations of team researchers who have highlighted the importance of a supportive organizational context (Campion et al., 1993.) Because the integration of various knowledge sets through collaboration is critical for knowledge work team effectiveness, it becomes critical to understand what an organization can do to stimulate a shared understanding among team members of what they are trying to accomplish. At face value, direction setting is a vital tool for that purpose. Of course, many other factors are essential for knowledge, work team effectiveness, and collaboration. However, direction setting is likely to have a high impact and offers the possibility for successful intervention (Cohen & Mohrman, 1999).

Developing People

Most work in the schools is accomplished through the efforts of the many people around who work hard. Influential educational leaders influence the development of human resources in their schools (Leithwood & Riehl, 2003). Those influential leaders always encourage reflection and challenge their staff to examine

assumptions about their work and rethink how it can be performed. They provide the information and the resources to help people see discrepancies between current and desired practices. To be able to achieve good relationship between the leaders and faculty in an academe, Mahdinezhad, Mansor, Rmbeli, Hashim, and Shahhosseini (2018) provided key aspects of leader behavior as results of their literature reviews. These are (a) Vision, (b) Voices, (c) Values, (d) Clear Sense of Direction, (e) Treating Academic Staff with Integrity, (f) Being Trustworthy, (g) Encouraging Open Communication, and (h) Acting as a Role Model and Having Credibility.

In a school setting, influential leaders enable teachers and others to understand and gain mastery over the complexities of necessary changes (Leithwood & Riehl, 2003). This impression impacts the people within an organization and helps the school reach its overall vision. Part of an effective leader's role is to set examples for staff to follow that are aligned with the school's vision and goals.

An effective leader also has to act as a representation of the very actions a leader wishes to see the school encompass. Smith and Blasé (1987) contend that a moral leader who wholly realizes the limitations of an organization must make these limitations clear to the organization and encourage members to overcome them. In order to accomplish this, a leader must be seen as pleasing in particular behaviors that can impact the school. School leaders must set an example to enforce the idea that the goals and vision for the school are truly meant to better the school and not just to satisfy personal endeavors. These behaviors must be seen consistently by all stakeholders. Davidson and Hughes (2020) stated that the development of moral and ethical leadership in practicing and aspiring leaders is essential for the success of educational institutions. They added that leaders demonstrate moral and ethical leadership through striving to act in a manner reflective of the best interests of students. This leadership is guided by a personal vision reflecting values such as integrity, fairness, equity, social justice, and respect for diversity.

People and their training and development- their continuing professional development- must be seen as an investment, and it is, therefore, that each school must establish not only a CPD or HRD policy but also the means of its implementation through effective management and leadership. Schools and their governing bodies are primarily responsible for developing their people's quality, motivation, and performance- for managing and developing human resources. Schools that overlook their staff's professional development usually lose the best teachers. The arguments for professional development are clear. Authors believe that it helps everyone be more effective in their job, so pupils learn and behave better and achieve higher standards, improves retention and recruitment- word gets around about the places where you are looked after; and where you are not; contributes to a positive ethos where people feel valued and motivated; makes for a learning community - the pupils are learning and so are the staff; is a professional responsibility and entitlement; saves money- the costs of recruiting and inducting a new teacher into a school can be about 4,000 pounds (Earley & Bubb, 2004).

In simple words, the lack of institutional leaders' values like integrity, effectiveness, competence, honesty, accountability, and fairness explains the unsuccessful and ineffective management of certain institution (Ololube, 2018). Hence, these values should be possessed by all leaders.

Redesigning the Organization

Successful educational leaders develop their schools as effective organizations that support and sustain the performance of teachers and students (Firestone & Reihl, 2005). A healthy organizational climate is essential to ultimate campus productivity (Newmann, 1996; Schien, 1991). The school culture is simply the organization's shared values and beliefs. Kapur (2018) stated that the primary job of the educational

leaders is to put emphasis upon student achievement. These leaders, he added, need to develop and support teachers, create constructive working conditions, allocate the resources in an efficient manner, formulate appropriate organizational policies and systems and get involved in other kinds of in-depth and meaningful work outside the classroom setting. He continued by saying that educational leaders need new directions to guide their practice and carry out their work effectively.

Other scholars (Barnett & McCormick, 2004; Jantzi & Leithwood, 1996; Meindl, 1995) take the idea of a follower's place in leadership even further when they explain how a follower's perception is the key to leadership. This notion is justified because individuals' perceptions are their reality (Kezar et al., 2006). Individuals who perceive a person as a leader are more likely to become followers, allowing them to be influenced by this leader (Jantzi & Leithwood, 1996). Knowing this information, leaders need to focus on the followers' perceptions if they will be effective (Kezar et al., 2006). Followers are influenced not only by their perception of the leader but also by the perception of the leader as held by other organizational members (Meindl, 1995). Knowing the importance of the perceptions of organizational members as individuals and collectively means leaders must interact positively so followers work toward reaching organizational goals (Barnett & McCormick, 2004).

Leaders could find themselves without followers, making them unable to accomplish anything if they do not take into account the perceptions of others (Jantzi & Leithwood, 1996). The growing focus on the impact of followers has led to a less leader-centric view of leadership in many recent leadership models (Marks & Printy, 2003; Leithwood et al., 2008; Kezar et al., 2006). Hence, leaders should practice utilizing a type of servant leadership that emphasizes empowerment, involvement, and collaboration. Academic leader with emotional intelligence and emotional stability should place the interests of others above their own. Also, academic leaders should distribute leadership responsibilities to a network of teams throughout the organization to improve the quality of the decisions made in crisis resolution. Lastly, leaders should communicate clearly and frequently to all stakeholders through a variety of communication channels (Fernandez and Shaw, 2020).

Spiritual Leadership

Spiritual leadership is not an occupation but a calling (Blackaby, 2011). No matter their occupations, more and more men and women are taking their callings as spiritual leaders seriously, dramatically impacting the world and extending God's kingdom. Yet, it does not only impact the world; it also influences quality of work life, job satisfaction, and organizational citizenship behavior (Pio and Tampi, 2018).

As defined by Fry and Nisiewicz (2013), spiritual leadership understands people's fundamental needs and facilitates spiritual survival that results in organizational commitment and productivity. It comprises the values, attitudes, and behaviors necessary to guide people to motivate through membership and calling intrinsically. This intrinsic motivation inspires people through vision, hope/faith, and altruistic love. It brings together the four fundamental arenas that define the essence of human existence in the workplace: body (physical); mind (logical/rational thought); heart (emotions/feelings); and spirit. It is a more holistic way of looking at leadership in which the inner and outer worlds are no longer separated but recognized as parts of a greater whole (Dantley, 2003; Fairholm, 2011; Reave, 2005).

A causal theory of spiritual leadership is developed within an intrinsic motivation model that incorporates vision, hope/faith, altruistic love, workplace spirituality theories, and spiritual survival. Spiritual leadership aims to create vision and value congruence across the strategic, empowered team and individual levels and, ultimately, to foster higher levels of organizational commitment and productivity.

Additionally, he motioned that the spiritual leadership theory not only includes other major extant motivation-based theories of leadership but is also more conceptually distinct, parsimonious, and less confounded. Moreover, by incorporating calling and membership as two key components, follower feels spiritual survival. Nguyen, Tran, Dao, and Dinh's (2018) study illustrated the critical effects of spiritual leadership on organizational outcomes throughout membership, empowerment, and personal characteristics regarding meaning and calling.

Spirituality and Leadership

Spiritual leadership takes the dimension of servant leadership a step further by addressing the needs of both leader and follower. Fry and Nisiewicz (2013) contend that spiritual leadership involves “essentially motivating and inspiring workers through hope/faith in a vision of service to key stakeholders and a corporate culture based on selfless love. Dent, Higgins, and Wharff (2005) have examined how study in the field of spiritual leadership has all the marks of the evolution of a typical paradigm shift, including a lack of definition and consensus.

Fry and Nisiewicz (2013) suggest that spiritual leadership adds to existing leadership theory that may have missed components such as a sense of calling and creating organizations based on selfless love. The ultimate effect of spiritual leadership is to bring together more holistically the four fundamental forces of human existence: mind, body, heart, and spirit. The challenge in this area of leadership remains to be the acceptance of the study of spirituality and the assurance that it can be studied without necessarily tying it to one particular religion or philosophy (Avolio et al., 2009; Day, 2001; Day & Antonakis, 2011; Hernez-Broome & Hughes, 2004; Riggio, 2008). Dent, Higgins, and Wharff (2005) summarized several definitions for spirituality that, although varied, included the common threads of a search for meaning, reflection, interconnection, creativity, transformation, sacredness, and energy.

As a new and emerging paradigm for leadership, continued research is needed to provide a sufficient understanding of what constitutes spirituality and how it can be integrated into leadership (Avolio et al., 2009). Spiritual leadership will motivate employees to align their vision with the organization's vision (Sapta, Rustiarini, Teja Kusuma, and Astakoni (2021). Sapta, et al. also found out that workplace spirituality can mediate the effect of spiritual leadership on organizational commitment. They added that theoretically, their findings imply that workplace spirituality is one of the many factors considered in an organizational theory. Yet, practically, their finding provides insight into the leadership to pay attention to the employee's spiritual needs. This review of literature has thus far traced leadership thought from Trait Theory through the emerging construct of spiritual leadership and will now examine leadership in the context of schools.

Educational Leadership

As specific as we are that leadership matters, there is much that we need to understand about effective school leadership. We know that educational leaders must guide their schools through challenges posed by an increasingly complex environment that partially includes: meeting accountability measures; dealing with increased student diversity; ensuring equity for all students; and the variations of learning capacities of the students. Karadag's (2019) study provided a medium level effect of educational leadership on students' achievement. Considering this, Karadag recommended to examine the effect of leadership on other components of school and stakeholders. Additionally, schools in the 21st century are experiencing technological developments that are difficult to keep pace with and are subject to many policy directives

that do not provide funding to support the complicated and unpredictable requirements placed on schools. There is no doubt that the environment of schools has become more complex, with an intense focus on outcomes that have unfairly become crucial to the definition of effective schools (Leithwood & Riehl, 2003).

School leaders occupy various roles in the school, but most important is their ability to provide direction and influence to achieve school goals. Shava and Tlou (2018) found out in their study that effective principals orchestrate the structural, cultural, and agential conditions in which distributed leadership (DL) is more or less likely. Contemporary evidence from the same study supports a positive relationship between DL, organizational improvement and student achievement. In their overview of the literature concerning successful school leadership, Leithwood, Harris, and Hopkins (2008) found that school leadership is yet second only to classroom teaching as an influence on pupil learning. Talented school leadership, which acts as a catalyst for unleashing the potential capacities already in the school setting, significantly affects the quality of instruction and student achievement (Leithwood & Jantzi, 2008). Interestingly, school traditions and beliefs about leadership differ significantly from those in other organizations (Marzano et al., 2003). Much like success and profit are linked to the effective practices of business leaders, the climate; the teachers; the curriculum, and the opportunity students have to learn are all aspects of the school that have been linked to the quality of school leadership.

In education, where the ends are increasingly centered on student learning, leadership is a function more than a role that helps to establish the conditions to enable others to be effective (Leithwood & Riehl, 2003). Given the importance of leadership in schools, it might be assumed that there would be a clear, well-articulated body of research regarding leadership practice. Quite to the contrary, limited research on school leadership has been conducted (Hallinger & Heck, 1996).

In the existing research, there are many gaps in the knowledge, especially about effective school leadership. These gaps are mainly due to the need for more empirical evidence sufficient in the amount and quality to serve as a powerful guide for policy and practice (Leithwood et al., 2008). In the race to improve schools academically, the role and development of the educational leader is often overlooked. This lack of research in educational leadership is further illuminated in a study conducted by (Hallinger and Heck, 1996), which identified only 40 studies that explored the relationship between school leadership and student achievement between 1980 and 1995. The studies reviewed by Hallinger and Heck (1996) were organized into three broad categories: direct effect models, mediated effect models, and reciprocal effect models. Direct effect models, the primary approach taken in the 1970s, posited that a direct link between student achievement and principal behaviors exists. Mediated 58 effect studies suggested that principals only influence student achievement through indirect paths that involve events, people, culture, and structures. Models based on reciprocal effect assume that both teachers and principals have a mutual effect on each other. The researchers inferred that cautious optimism should be practiced and care should be given to “attend to the conditions under which this effect is achieved,” concluding that principal leadership makes a difference in student learning (Hallinger & Heck, 1996).

Another study found a considerable correlation between principal effectiveness and student learning. In their meta-analysis of 69 studies involving 2,802 schools, 14,000 teachers, and approximately 1.4 million students. (Marzano, Waters, and McNulty, 2005) found a correlation of 0.25 between measures of principal leadership and student achievement. In the study, compelling evidence was found supporting the claim that a highly effective school leader can dramatically influence the overall achievement and success of students. To provide guidance as to effective practices for school leaders, the correlations were broken

into 21 responsibilities of school leaders. Obvious similarities and overlaps with other leadership theories were evident. Of particular interest for this study were the overlap of effective school leadership and the practices of exemplary leaders (Kouzes & Posner, 2007).

Finally, five key characteristics emerged that inform the development of educational leadership capacity in postsecondary contexts, as revealed in the study of Fields, Kenny, and Mueller (2019). These are (a) affective qualities, (b) mentoring and empowering, (c) action-orientation, (d) teaching excellence, and (e) research and scholarship. Meanwhile, three characteristics of academic programs aimed at developing educational leadership were also identified in their study: (a) funding and resources to implement a change initiative, (b) building interdisciplinary communities, and (c) embracing identity.

Transformational Leadership

In particular, transformational leadership theory, as it may relate to spiritual leadership and school principals' practice, will be examined. Transformational leadership practices have been linked to higher student achievement (Slater, 2013). In the study of Boamah, Spence Laschinger, Wong, and Clarke (2018), transformational leadership had a strong positive influence on workplace empowerment, which in turn increased satisfaction. On the other hand, Andriani, Kesumawati, and Kristiawan's (2018) study provided the following results (a) transformational leadership has a positive and significant effect on the teachers' performance, (b) work motivation has a positive and significant effect on the teachers' performance, and (c) transformational leadership and work motivation have a positive and significant influence on the teachers' performance. This form of leadership goes beyond mere management to focus on the leader's ability to create an environment that can motivate everyone to work toward realizing goals. In this context, *leadership* is defined as the combination of processes that guide individuals and teams in a particular direction toward excellence and organizational learning without coercion (Kouzes & Posner, 2007).

Among the theories that have been influential in guiding school leaders is that of Burns (1978), who proposed a theory of leadership that has profoundly affected how modern leadership is viewed and practiced. Unlike previous leadership theories, transformational leadership unites leaders and followers in pursuit of high-level goals common to both. Both want to shape the organization in a new direction. In Burn's words, such leadership occurs when one or more persons engage with others so that all leaders and all followers raise one another to higher levels of motivation and morality. In this way, purposes become fused with a focus on stimulating human potential to higher levels of commitment and performance (Sergiovanni, 1990). Leithwood, Harris, and Hopkins (2008) summarized their findings in a study on school leadership by making seven claims about successful school leadership.

Thus, successful school leadership includes practices helpful in addressing inner and observable dimensions of performance, especially concerning teachers whose performance is central to student achievement (Leithwood, Harris, & Hopkins, 2008). School leadership is second only to classroom teaching as an effect on pupil learning. School leaders improve teaching and learning indirectly and most powerfully through their influence on staff motivation, commitment, and working conditions, and sixty significantly influence schools and students when it is widely distributed. Some distribution patterns are more effective than others, and only a small handful of personal traits explain a high proportion of the variation in leadership effectiveness (Leithwood et al., 2008).

Several recent studies have also provided broad empirical evidence to support the positive relationship between transformational leadership and wellbeing that is mediated by perceptions of meaningful work (Arnold et al., 2007; Bono & Judge, 2004; Sparks & Schenk, 2001). Research and theoretical arguments

in these studies suggest that transformational leadership infuses work with moral purpose and commitment, and leaders can transform followers' beliefs to enhance well-being and purpose. Effective long-term leadership in schools adds value when moral authority transcends bureaucratic leadership in a school where the outcomes in terms of commitment and performance far exceed expectations (Sergiovanni, 1990). Jameel and Ahmad (2020) found out in their study in Cihan University that there is a positive significant of transformational leadership (TL) on job satisfaction (JF) among academic staff. Moreover, the individual consideration found a highest impact on job satisfaction that other TL dimensions. With this result, they recommend that universities should pay attention to TL and improve the leader's characteristics among university leaders to enhance the JS among academic staff.

In reviewing contemporary trends in leadership in its current status and theory, Warren Bennis (2007), a prominent theorist who has influenced leadership practice, asserts that exemplary leadership will be needed to solve problems in the 21st century. Although we have yet to determine what a leadership theory would look like, we do know it will be interdisciplinary. It will collaborate among cognitive scientists, social psychologists, sociologists, neuroscientists, anthropologists, and others. However, before achieving a newer, more comprehensive theory, we must fill the gaps in our current knowledge (Bennis, 2007). He further elaborates that leaders of the future will be able to: engage others through the creation of a shared vision; have a clear voice that is characterized by a sense of purpose, sense of self, and self-confidence and is distinctive to constituents; operates from a robust moral code and a belief in the greater good of all; and the ability to adapt to relentless pressure to change.

4. Methodology

This study employed a qualitative phenomenological research design because the researcher was interested in understanding the experiences of the participants in their leadership role so as to gather in-depth insights into their struggles, challenges, and coping mechanisms.

According to Christensen, Johnson, and Turner (2010) the primary objective of phenomenological research is to explicate the meaning, structure and essence of the lived experiences of a person, or a group of people, around a specific phenomenon. Any manner in which participants can describe their lived phenomenal experience can be used to gather data in a phenomenological study. This is through in-depth interviews to gather the participants' detailed descriptions of their experiences, participants' written or oral self-reports, or even their aesthetic expressions such as art, narratives, or poetry can also be evaluated. Research should focus on the wholeness of experiences and a search for essences of experiences. This viewed experience and behavior is an integrated and inseparable relationship of a phenomenon with the person experiencing the phenomenon (Moustakas, 1994). Through this design, the researcher would be able to explore on the experiences of the participants regarding the challenges and difficulties on leading an academic institution, the coping strategies they did in response to said challenges and difficulties, and their insights about those experiences they had. Since this study emphasizes on lived experiences, phenomenological design suits it best.

5. Research Participants

The key informants for IDI were the five present Dominican mission school administrators and seven participants for FGD. To attain a good quality of qualitative research, the researcher decided to get just a significant number of participants. The researcher considered that this was already enough number of participants, adequate to give reliable information and significant outcomes and findings. Creswell (2011)

suggested that researchers could adopt 5-25 individuals who had experienced the same phenomenon. They were the twelve Dominican mission school administrators, former and current who were in the mission area from the five Dominican mission schools of the Dominican Sisters of the Trinity. They were selected via purposive sampling whereby samples are selected based on characteristics of a population and the objectives of the study. Purposive sampling refers to a group of non-probability sampling techniques in which units are selected because they have characteristics that need in your sample. In other words, units are selected “on purpose” in purposive sampling (Nikolopoulou, 2022).

For the IDI and FGD participants’ inclusion criteria they must belong to the Dominican Sisters of the Trinity and must be a Dominican mission school administrator of any of the schools administered and operated by the latter. On the other hand, the exclusion criteria were as follows, not belonging to the Dominican Sisters of the Trinity or may be a Dominican Sister of the Trinity but was not a school administrator of any of the schools administered and operated by the Dominican Sisters of the Trinity. The participants were informed that any time they could withdraw their participations from the study if they felt discomforts along the way upon the conduct of the study.

6. Instrument of the Study

This study utilized an In-Depth Interview (IDI) and Focus Group Discussion (FGD) through the use of an open-ended questions. Data of this study were coded using pseudonyms. Pseudonyms were used so that details for each participant and informant would not lead to identifying these data sources of this study. Some of said pseudonyms are the following: *Fe*, *Veron*, *Maribeth*, *Zosie*, *Lily*, and *Edz*. More so, part of the presentation of the participants’ transcripts are the acronyms, *FGD* for Focus Group Discussion and *IDI* for In-Depth Interview. These are connected to pseudonyms for clearer presentation of whose statements are provided. When presenting sample transcripts, code like *FGD1-F*, *FGD2-V*, *FGD3-M*, *IDI-Z*, *IDI-L*, and *IDI-E* were used. This further means that *FGD1-F*, *FGD2-V*, and *FGD3-M* are for the Focus Group Discussion 1st participant, *Fe*; 2nd participant, *Veron*, and 3rd participant, *Maribeth*. On the other hand, *IDI-Z*, *IDI-L*, and *IDI-E* are for In-Depth Interview *Zosie*, *Lily*, and *Edz*, respectively.

7. Procedure

During the data gathering, the following procedures were employed: first step the researcher sent a letter of approval to the Dominican Mission School Superintendent to conduct the study. Second step was selecting the participants in obtaining the information needed in the study. The third step was preparing the guide questions that the researcher used during the interviews. Right ethical considerations such as letter of consent and confidentiality before conducting the actual in-depth interviews and focus group discussion were properly observed. The researcher informed the participants and carefully discussed their role in the study. They were made to understand that everything would be done in secrecy and that the data gathered from them would be treated with utmost confidentiality. The researcher also mentioned to them that if they did not want to participate in the study then they would not be forced to do so and if they did participate but wished to withdraw from the study at any time; their decision would be much respected. Gratefully, after gaining their trust and confidence of the participants, a written consent was signed by them and had them ready for the in-depth interview.

In-depth interviews were done in the most rigorous ways to ensure reliability and validity (Bashir, Afzal & Azeem, 2008; Bricki & Green, 2007) which are important concepts in qualitative research. In order to do this, I avoided drawing judgments from the interview but based everything on the actual data as given

by the participants, to eradicate any bias or wrong judgments on the results. As a result, themes of the phenomena of the twelve informants were categorized. In the conduct of the In-depth Interview, the researcher assured that the participants were properly informed of their participation in the study and thus, give them the freedom to freely answer the questions being asked. In the conduct of the focus group discussion, the researcher guaranteed that the place was conducive free from external noise in order to avoid distractions during the interview. During the IDI and focus group discussion, the researcher's attention was on the participants, assimilating each detail as they shared their lived experiences. The researcher avoided giving comments and suggestions.

The researcher requested a fellow Sister to do the note-taking while the researcher facilitated the interviews during in-depth interviews. To make sure that all information is documented thoroughly and that no important detail was missed out, note-taking was applied (Marck et al., 2005; Penner & McClement, 2008).

8. Ethical Considerations

The respondents were given the free-will to participate without any form of consequence penalty; hence, voluntary participation was asked from them. Therefore, after the purpose and the benefits of the study were presented to the participants, the participants' rights to contribute and participate in the survey were carefully considered and adhered to as an essential aspect. Before the study's conduct, I informed the possible participants to understand what would be their participation and roles in my research. I also explained the objectives and purpose of my study to them and made clear to them the proceedings of the study.

Confidentiality of the findings and protection of the participants' identities by using a coding system to hide their identities were explained to them. I have kept the files for future research endeavors. All these processes were considered a symbol of my respect for the person's privacy and confidentiality involved in the study. It is my duty as a researcher to protect and keep all things confidential. The participants were all protected at all times in the entire duration of the study. Files of information were not left lying around notebooks or unprotected computer files. All files and information of the participants were kept in a place that was all secure. Audio files and the notes that were gathered were all kept safe with back-up data saved in the researcher's personal computer with an encrypted password.

There was properly observed privacy and confidentiality in the conduct of this study. This would keep the respondents' personal or professional information required in the survey in private, and utmost confidentiality of the participants' data would be adhered to. Additionally, the focus group participants were informed that all information discerned by the group became standard for all the participants. Confidentiality was provided, as I did not seek the subject's identifying information. I reminded all the participants to keep all the information merely confidential. I gave more importance to all the participants than the study. Therefore, they would always respect them in all privacy. The participants were informed that the survey was entirely voluntary and would not affect their personal lives and their works as administrators in any way.

For research involving human participants, informed consent was free of technical terms and was easily understood by the study's participants. It provided the participants a clear benefit after the conduct of the research. In this study, the participants were informed of all the aspects of the review that were important for decision-making by the participants, and they would be asked to signify their signatures in an informed consent as an act of agreement to participate voluntarily in the conduct of the study.

To ensure that my study would be guided by ethical principles and promote trust, especially in the recruitment through the appropriateness of identified possible participants, the latter were informed of their responsibility, location of the study, and expected output. Furthermore, this study looked after beneficence since it requires assurance and minimizing the risks associated with research, including psychological and social risks, and maximizing research participants' benefits. To reduce the risks or harm that may come to the participants, I maintained the interviewees' anonymity about the information shared.

9. Results and Discussion

The results of this study are presented according to how the research questions are arranged.

Challenges and Difficulties of Dominican Sister Administrators

The results based on the thematic analysis discovered seven fundamentals themes, namely, (1) *Commitment to serving the mission*, (2) *obligated to commit to the given task*, (3) *Relying on divine providence*, (4) *Challenges in teacher retention*, (5) *Challenges in maintaining school operation*, (6) *Questioning competence*, and (7) *Tasking and demanding work*.

Commitment to Serving the Mission

True commitment inspires and attracts people. It shows them that one has conviction. People will believe in you only if you believe in your cause and as a leader. Commitment is persistence with a purpose and makes you a leader worth following. The Dominican mission school administrators commit themselves to serving the mission of the Church through the mission of the Congregation in the ministry of education and to serve the people of God entrusted to their care. Thus, Dominican mission school administrators respond to the challenge of doing the mission amidst the difficulties they face because of the inspiration they have received from St. Dominic de Guzman, founder of the Order of Preachers. Albert (1994) claimed that these institutions are known for their excellence in teaching, preaching, and dedication to truth, study, contemplation, and action, and this is exactly what the participants live as they serve the congregation that they are part of. This is where these sisters most fit to serve; like what Quigley (1993) stated that the world of education is a most fitting place for the presence of Dominicans.

Furthermore, it could be gleaned from the participants' responses that they had encouraging and inspiring experiences in the mission, even if difficulties were encountered. The mission spirit is still alive in each of them while sharing their experiences. The most important is the love for work. Our Dominican Sisters of the Trinity mission is also the lay collaborators' mission. The result of the mission is a reflection of who we are as Sisters. We are the servants of all. According to Douglas Mc Conell (2018), in serving God's mission, we share a joint commitment to the mission of God, a common bond as brothers and sisters in Christ. Our mission as Dominicans is to contemplate God's word and share the contemplated mysteries with others. Mission, therefore, is a commitment to God's redemptive mission for all his creation so that the organization is defined by its purpose to serve God through its practice and that the leader can and will discern the organization's commitment to God's mission. In a mission, careful direction is also required considering the changing world around us with an unwavering commitment to the eternal mission of God. We must continuously look for creative and meaningful approaches to promote creativity and cooperation as our business grows. Every single one of our workers can make a difference via Servant Leadership. Most significantly, becoming a Servant Leadership company means becoming a more valuable collaborator with our families, partners, and communities.

Obligated to commit to the Given Task

Commitment is a fundamental feature of human social interaction. Due to commitments, individuals' conduct becomes predictable in the face of swings in their goals and interests, making joint activities involving numerous agents easier to plan and coordinate (Michael & Pacherie, 2014). Despite the importance of commitment for uniquely human forms of sociality, little is known about how people identify and assess the level of their own and others' commitments or what motivates them to keep them. According to a standard philosophical definition, a commitment is a relationship between at least one committed agent¹, at least one agent to whom the commitment has been made, and an action that the committed agent is obligated to perform. This is because the first agent has assured the second agent that the former will do so, and the second agent has acknowledged this under common knowledge conditions (Austin, 1962; Searle, 1969; Scanlon, 1998; Shpall, 2014).

Dominican mission school administrators are obliged to commit to the given task entrusted to them by the General Council. There are fears and presumptions of not being able to do the task well because there was no proper endorsement, lack of training to be an administrator, and having no background in the task being asked to do by the General Council, yet willing to be sent in the mission, in order to be of service to the people. The lack of training for the task is not a hindrance; instead, it is a challenge. There are always difficulties along the way, but willing to do the mission, whether we like it or not, because we are placed in a particular position, and then the rest will be up to us to do. In short, Sisters cannot choose their assignments. The General Council has the authority to give assignments to the Sisters. What we need is to obey them. We are accountable to our superiors for the task being given.

As we profess the vow of obedience, which says: We are strictly bound by the vow when the legitimate superior makes a formal command in the name of Christ and virtue of holy obedience in everything that pertains directly or indirectly to the observance of the vows and the laws of the Congregation Constitutions of the Dominican Sisters of the Trinity (2014) that Sisters with vows. Thus, all Sisters must accept the given task with all their capabilities. Therefore, authority is delegated, responsibility is accepted, and accountability is imposed. Responsibility is the outcome of authority, and accountability is the outcome of responsibility. Thus, Sisters are obliged to do the given tasks as the virtue of obedience binds us, we professed.

On the other hand, Dominican mission school administrators are happy in doing all their responsibility as they share a common desire to serve the Church's mission through the Congregation's mission entrusted to them by the General Council, the highest decision-making body of the Congregation.

Duty-bound to make the Right Decision

People look to their leaders to make choices on their behalf (Ramsey, 2005). That is the essence of leadership. Schools are no exception, for they too, have leaders to lead them and do decisions for them. All members of the school community respect a strong leader, especially if they see that these leaders make good decisions amidst difficulties. That is why most leaders try to give their best to show to their community that they are leaders, indeed. Kouzes and Posner (2007) mentioned that the result of their study stating that leaders thrive on and learn from adversity and difficult situations. They added that leaders are risk takers who regard failure, where not caused by poor performance – as a useful chance to learn and innovate. The problem is that making judgments in today's fast-paced world takes time. School settings are evolving. There are far too many contradictory data points. There are far too many divergent viewpoints. There are too many options. This picture has just too much gray and not nearly enough black

and white. There are few certainties in life. To make matters worse, poor judgments can result in the loss of money, reputation, and even employment. Unsurprisingly, many aspiring leaders hedge, stonewall, and avoid making decisions. With all these, leaders should be just and firm in making decisions and should be adaptive in different situations. Kouzes and Posner (2007) posed in their study that leaders are early adopters, and this should be seen among them.

No one ever said that making choices as a school leader was easy. If it were, there would be many more leaders and fewer followers if this were the case. Everyone, of course, needs to make decisions in their daily lives. When one is a school leader, the difference is that one's decisions have far-reaching consequences for many people, and some hope that one will make a mistake. However, to be a leader, not just a caretaker administrator, one must make complex judgments, address genuine issues, make intelligent decisions, and make them promptly.

Participants of the study shared their common need to make the right decision for the welfare of everybody, including students and parents, and the school's alums. They are encouraged to decide for the general welfare of the stakeholders. Thus, making decisions is necessary as Dominican mission school administrators lead decision-making. Paul Nutt's (2002) findings remind us that effective decision-making is not merely a matter of decision quality but also of ensuring that the decision will have the necessary support and commitment for its effective implementation. In this sense, decision-making merges with issues of leadership, particularly the degree, and manner in which decision-making will do. In addition, group meetings, particularly those seeking consensus among divergent views, can "use up" endless hours in implementing decisions or meeting the other requirements of one's job (Vroom, 1969). Finally, people who make decisions are usually leaders, and those we call leaders are constantly engaged in decision-making.

Relying on Divine Providence

Traditional religious faith argues that God created heaven and earth and that everything in the universe happens under Divine Providence, or God's sovereign supervision and control. Believers believe that God rules creation as a loving parent who works for the benefit of all. Furthermore, it is stated that God is an entirely faultless entity. First and foremost, he is omniscient: he knows all truths to be accurate and all lies to be false, whether they relate to the past, present, or future. And God's understanding remains constant. In all circumstances, he operates in the best interests of the situation, aiming for the best possible result. The world is full of lovely things but also of pain, devastation, and death, McCann & Johnson (2001).

All the study participants had the common theme of developing a closer relationship with God to strengthen their faith in doing the mission. Moved by the inspiration of the Spirit and with their capacity and capability, they can do the task. As leaders, these sisters believe that spiritual leadership should be present in them and in their community. They believe that leading needs to have guidance from the Father. Fry and Nisiewicz (2013) defined spiritual leadership as understanding the fundamental needs of people and facilitates spiritual survival that results in organizational commitment and productivity. Thus, prayers, silence, and the observance of the Holy Hour are essential because the solutions they make together with the lay collaborators have to be reflected upon, as well as trusting in the providence of God that this is not my mission. I am just being sent here to do the task. Besides, they remember that this is God's mission of why they were here and sent here. With that assurance, God is guiding us and constantly increasing our intellect and everything we need to survive in this endeavor. True, enough prayer and discernment are essential. We become prayerful because of the Holy Spirit's inspiration to put things in their proper place,

just as the participants devote much of their time to prayer to strengthen their relationship with God. Thus, religious orientation and happiness are reconciled by the existence of purpose in life. One thing is for sure; prayers are the ones sustain them; in doing the mission; without prayers, everything is in vain. Sillick and Cathcart (2013). Therefore, difficulties arise, but God is powerful to surpass all human sufferings.

Challenges in Teacher-Retention

The importance of education and teachers' role in developing a nation's human capital foundation cannot be understated. These critical positions are essential to primary education, particularly in underdeveloped countries, Oke, A. O., Ajagbe et al. (2016). The importance of good, competent, and successful instructors is so great that finding the right words to explain their significance is challenging. Teachers transmit information, values, and skills to students in the classroom, which serve as tools for rural and urban development. Teachers give education that helps to alleviate poverty, empower women, promote sustainable development, and address environmental issues. According to Oziambo (2010), teachers are accountable for high educational standards and the transfer of values and traditions to pupils through teaching and modeling. They are on the cutting edge of student comprehension, learning, and core values development. Despite their importance, instructors do not remain in the teaching staff. Teacher retention is now a puzzle, particularly when Smith and Ingersoll (2004) see the decision to enter teaching as a "sink or swim" event.

The participants have shared the same problem about teacher retention. They have struggled with academic teacher recruitment and staff retention because teachers only stay for them for a short time. Thus, they are challenged on how to keep the best teachers due to the fast rain of teachers going to public schools seeking greener pastures. Then, how to sustain the ability of the school to continue the school operation, but despite this problem, the Dominican Mission school administrators cope with the challenge by utilizing the gifts and skills of those who are there. Though difficult, adjustments were made to continue the school operation despite limitations, particularly among teachers. According to Donald Boyd (2011), it was found that teachers' perceptions of the school administration have by far the most significant influence on teacher retention decisions. Teaching in easier-to-staff field assignment schools positively affects teacher retention and student achievement gains, even for teachers working in the hardest-to-staff schools.

The proportion of poor, pressured, and low-achieving students in field placements is unrelated to later teacher effectiveness and retention, suggesting something beyond student populations explains these results (Matthew Ron Felt, 2012). The study indicates that sufficient support significantly influences these teachers' career decisions. The study found that support was especially needed during teachers' initial years in the field and that continued support from administrators and colleagues was essential in their decisions to continue their teaching positions. It is then revealed that characteristics of administrative support make teachers stay and contribute to the perseverance of teachers in the challenging field of teaching (Bianca Prather Jones, 2010).

Increasing teachers' salaries, reducing their workloads, and improving administrators, parents, and students relationships, participation, and cooperation will help teachers remain in school (Gail D. Hughes, 2012).

Challenges in Maintaining School Operation

Maintenance is a continual activity that ensures that the school building, furniture, and equipment are in

good working order for standard usage, as well as the school facility, can be utilized as a shelter in the event of a natural disaster. To avoid the need for repairs, the school maintenance plan should be comprehensive and proactive. It should have enough people and funds to maintain itself properly. One of the most effective methods to promote economic growth is upgrading school buildings and activities, but a lack of funding keeps communities behind. Thus, educators continually face challenges in maintaining school operations due to said factors. One good factor to maintain school operation is to be open regarding the suggestions and ideas of the members of a certain organization or community on how to better services, especially in an academic institution. Barnett & McCormick (2004) shared that knowing the importance of the perceptions of organizational members as individuals and collectively means leaders must interact in positive ways, so followers work toward reaching organizational goals. Moreover, Barnett & McCormick (2004), Jantzi & Leitwood (1996), and Meindl (1995) take the idea of a follower's place in leadership even further when they explain how a follower's perception is the key to leadership. This belief is also supported by Kezar, Carducci, & Contreras-McGavin (2006) as they justified the notion believing that individuals' perceptions are their reality.

The participants of the study reveal the same thing that it is always a challenge to maintain school operations. The most challenging in maintaining school operations are its finances and funds; because of the time, the school funds are insufficient to cover monthly expenses such as salary, electricity, etc. The administrators cannot increase teachers' and staff's wages and benefits even if they want to because of the lack of funds. Thus, dealing with the demands of the school, regardless of the financial situation, is always a challenge for administrators and school officials. Therefore because of these challenges, the study participants identified several key strategies which have important implications for maintaining school operations in tight economic times. Leaders should make long-range financial planning integral to their regular responsibilities. They should look beyond the current school year by developing a five-year financial projection to anticipate the potential impact of any administrative or school board decision.

Another recommended strategy was to collaborate with stakeholders to ensure sound decision-making. School leaders should actively partner with stakeholders to ensure they understand the financial impact of any ideas they are considering. The participants noted the importance of guiding the school leaders and administrators to establish a fund balance policy. It will create a natural check and balance on the school's expenses. It will encourage the efficient management of revenues and expenditures to maintain school operations. Administrators need to take a leadership role in establishing a structure and process for continuous assessment of school spending. Now more than ever, school officials and administrators are vital to the success of schools (Thompson, Wood, & Honeyman, 1994). As school leaders are expected to be increasingly responsible for student achievement, school officials are critical in helping school officials support quality education by leading efforts to operate with limited funding to continue its operation.

Questioning Competence

Principals play an essential role in a child's education. Their position includes managing a school's day-to-day operations and serving as an instructional leader. Many studies have been conducted to establish good leaders' qualities and how they transform their schools into effective learning environments. Interpersonally, instructional leaders are intelligent, professional, and accountable. Leaders at the school bring their unique blend to work and constantly reflect on the day's events to foster lifelong learning (Barkman, 2005). In the educational environment, the function of the school principal has changed and evolved. As a result, good principals and their impact on student learning and accomplishment receive a lot of attention

and research. The primary indicator of student performance is teacher expectations. Despite this, the principal's role as an instructional leader is linked to increased student accomplishment (Grissom, Loeb, & Master, 2013). Effective principals are instructional leaders with excellent interpersonal skills and professionalism. These leaders are reflective learners who hold themselves and their teams responsible while fostering a positive environment. It is because the pursuit of high-quality education is never-ending. All educational efforts have been focused on providing high-quality education. It is not only a concern of those in the educational system but also of parents and others from all walks of life who want their children and themselves to have a good education Mulford (2003). The common-sense remark that schools are ineffective unless the principal is a competent leader has been confirmed by an ongoing study on excellent schools. According to Cawelti (2015), a good principal is one who, among other things, gives active assistance to teachers. He spends a lot of time monitoring courses and addressing instructional issues in a way that teachers find helpful. He is aware of the requirements for high-quality training.

While doing their duties as administrators, the administrators themselves question their competency. They sense that their understanding of the work at hand needs to be improved. They were unsure how to finish the task since it was scary, and they believed they lacked knowledge. They were unable to concentrate due to the several tasks they were assigned. Except for the principal, everyone is doing well: teachers, parents, and children are all bright. Then there's the reality that you need an educational background. It's more difficult because the sisters needed more confidence in handling the obligations and running the school. They find it difficult to perform their best, especially since they have poor self-esteem, which causes them to be fearful and anxious about making crucial decisions on behalf of the entire educational community.

Tasking and Demanding

Stress at work is almost unavoidable and is becoming a significant problem in workplaces worldwide. This is perceived to be mainly a result of the pressures caused by the rapid rate of change and increased responsibilities at the school level (Deventer & Kruger, 2009). Education, the most significant job category in the sector, sees stress affecting staff arising from the work environment. These include intensive interpersonal relations, work conditions, deep-seated changes in the content and modes of delivery, services that lack autonomy, and demands for accountability about academic performance from educational users such as students, parents, and leaders. Difficulty in carefully defining the duties of educators can also be tasking and demanding, which contributes to a lack of personal accomplishment, which diminishes their feeling of success (Moorhead & Griffin 2004). States that role overloads occur when there are too many expectations that one has to fulfill. Both role conflict and role ambiguity are prevalent in schools due to excessive paperwork, large classrooms, and abnormal teacher: pupil ratio. Not every educator has coping mechanisms in place.

The labor issues such as poor salaries, unqualified educators, docking of pay, strikes, and more have contributed to higher stress levels (Rout & Rout, 2002). These are all tasking and demanding work which causes administrators at times stressful. However, they need to fulfill their functions to run the school as it is for the learner's sake.

The task of a school administrator is truly taxing. It ranges from checking the curriculum and lesson plan, which is regular, although they were not trained to do so. For instance, doing errands, disciplining teachers, community subordinates, and misbehaving seasoned teachers can be both tasking and demanding; it requires courage.

Another thing is the fast-changing of faculty or personnel, financial problems where the school is suffering because of the fewer enrollments, and the small amount of tuition fees and other fees is always a challenge for the school. To run the school is so tricky, particularly in coping with all the requirements of the DepEd can always be tasking and demanding on the part of the administrators. Parents' and teachers' relationships were on the rocks; some parents spread rumors about the teachers saying that a particular teacher did not know how to teach. In other words, administrators need to be flexible in doing all sorts of work in the school. At times it is tasking and demanding, yet the school community will be able to survive if administrators are willing to take the task and face its demands every day. The administrators made many sacrifices, and there were multi-works to do as an administrator. Finally, it was discovered that the 12 Dominican mission school administrators had the same experiences and difficulties in running the mission school. Their experiences and difficulties challenge them to commit themselves to the mission entrusted to them by the Congregation amidst its difficulties and challenges.

Coping Strategies of School Administrators

In this study, possible affirmative solutions were employed by the participants. The results show the following ten emergent themes as active coping efforts: (1) *Instilling goodness in the community through the mission*, (2) *Appreciating adversity*, (3) *Educating stakeholders*, (4) *Maintaining good relationships*, (5) *Appreciating others*, (6) *Calibrating leadership style*, (7) *Improving oneself*, (8) *Inspiring others*, (9) *Training faculty and staff*, and (10) *Teamwork*.

Instilling Goodness in the Community through the Mission

As a leader, it is also essential to instill Christian values along with all the intellectual learning because it will last and bring us to our primary goal, which is to become holy. Do not build yourself; instead, build the community that implements God's mission with you. Do not own your successes. It is everybody's success. You are not alone in the mission. You are all set to do the task of God. These are the values that the Dominican sisters would like to instill and see in each graduate they are producing. In this way, the students grow holistically and are ready to face what lies ahead of them. This manner of instilling values to students could be a reflection also as to how leaders lead their teachers and staff in guiding students. As how Dantley (2003), Fairholm (2011), and Reave (2005) stated it, it is a more holistic way of looking at leadership in which the inner and outer worlds are no longer separated but recognized as parts of a greater whole.

Goodness in the community can be done by all sharing the same desires and aspirations in life. Being generous has advantages for both the Giver and the receiver. You are not only helping others in need, but you are also cultivating excellent character qualities and habits in yourself. Charitable work helps you observe life through someone else's eyes—their trials and tribulations, successes, and strengths. Being a witness to another person's life is an honor. And being one teaches you to appreciate and be grateful for your own life (The Benefits of 'Giving' to Both the Receiver and the Giver, 2021).

Appreciate Adversity

People often have difficulty identifying a traumatic occurrence's positive aspects. In these instances, leaders play an important role on helping and assisting their community and organization by making sure that there is someone who is willing to give a hand. Leaders must provide positive impact to everyone, and this can be done through their words and actions. Masumoto et al. (2009) mentioned that formal

leaders who positively impact students' achievements, share leadership responsibilities with others, facilitate change and focus on instructional improvements for all students. Hence, leaders should be working hand-in-hand with every member of the community that they are leading, assisting them in identifying these positive aspects in spite of negative occurrences, so that they could be able to create a conducive avenue to student for learning.

While it is true that people going through a terrible incident may find it difficult to appreciate the positive in their lives, research has shown that disasters may lead to a greater appreciation for the present. Life's troubles may be converted into blessings with time, perspective, and, in some cases, expert assistance (Henderson et al., 2017). Everything is grace in that it may be both demanding and satisfying simultaneously. Appreciate what you have since only some are capable of completing the job. Though there may be trials and errors in carrying out the mission, and mistakes will be made, remember that you are merely an instrument in carrying out the goal; you do not own the task. It is a chance to develop and serve others, and you should always be grateful for what you have.

Educating Stakeholders

People are stakeholders in education, and we all know that people are at the system's core. Stakeholders have the resources, knowledge, opportunities, love, care, and wisdom required to support the educational system's aims – ensuring that our children prosper today and in the future. For the stakeholders to achieve all these, support and guidance from the academic institution, especially of leaders, should be present; this further means that the academic institution is entitled to instruct and educate these stakeholders. Leithwood & Riehl (2003) posed that effective educational leaders influence the development of human resources in their schools. They added that effective leaders always encourage reflection and challenge their staff to examine assumptions about their work. They, too, rethink how it can be performed. Moreover, they provide the information and the resources to help people see discrepancies between current and desired practices. In this way, they are educating them.

Teachers, counselors, paraprofessionals, principals, directors, family engagement specialists, psychologists, bus drivers, cooks, custodians, volunteers, and school resource officers are all examples of people who work in schools. School stakeholders include the individuals your child interacts with daily and everyone in "the system" - in your child's school, community, and beyond. Every adult, if seen, recognized, and respected for their talents and skills, has much to give children's growth and development, directly and indirectly. Our children's sources of connection and affection, resources and opportunities, learning and play include family, school, and community stakeholders. They are experts in various fields, including occupations, hobbies, and more. They are sources of motivation, optimism, and perseverance (Pile & Gilchrist, 2020).

When teachers encourage their students, they are ecstatic. They have the impression that they are cherished and cared for. They are more eager to study, complete homework, and participate in other school-related activities. They must be educated so that they can grow in their school-related activities.

Maintain Good Relationship

Students that feel connected to school are more likely to succeed, with higher attendance, grades, and test scores and a longer time in school. Students in schools with more emotional support are more inclined to put forth extra effort to grasp complex subjects. Building these connections necessitates a variety of views,

including positive attitudes and beliefs, cultural and language competency, knowledge of students' needs and experiences, and understanding of the school environment (Williams, 2000).

A good relationship is of great help in establishing a good rapport with teachers and between Sisters living together and the parents. By saying good relationship, leaders should be the embodiment of what to do and what not for their members to follow. Part of effective leader's role is to set examples for staff to follow that are aligned with the school's vision and goals (Leithwood & Riehl, 2003).

Additionally, leaders are the support system. Building good relationships can make the mission more alive and meaningful this can create a good open line of communication with the teachers, students, parents, and the people in the community. It is essential to have open communication so that you can reach out to others. Open communication can also be a helpful factor to create teamwork amongst stakeholders and leaders. By having such, teamwork, everyone can accomplish something that is beneficial to everyone. Janz et al. (1997) believed that contextual factors, such as good communication, orient team members to what they are trying to accomplish such as high-quality goals, frequent feedback, and efficient information transmission related to team performance. Do not hesitate to ask somebody for help to enlighten you in your decision; it is better to ask someone to make a good decision for the good of all. Your contemporaries can give you good ideas and opinions on some issues and concerns. Do not hesitate to ask them; they can help you.

Appreciate Others

Every time people genuinely appreciate us, it is always a good feeling; it can boost our souls. On the most basic level, it makes us feel safe, which frees us to do our best work. It is also energizing. When our value feels at risk, as it often does, that worry becomes preoccupying; this drains and diverts our energy from creating value Tony Schwartz (2012). This helps us do our work better if others appreciate us for the good things we do.

This is not only true to appreciating faculty and staff's efforts, but it is also stretched to our students. By appreciating students, this may make them do more and achieve more. Moreover, by appreciating the faculty and staff, this may illuminate goodness among them that may be reflected to what they will be providing to the students and may result to students' better achievement, as well. Leithwood & Jantzi (2008) mentioned that talented school leadership, which acts as a catalyst for unleashing the potential capacities that already exist in the school setting, has significant effects on the quality of instruction and student achievement. Whether big or small, appreciation matters a lot. Knowing and listening to them make you learn more, and it is a mistake for the leader if you need to learn how to appreciate others. It is always good to be kind and considerate, especially to the teachers. They are part of the mission. When we show our appreciation for others, people notice and strive even harder the following time. We all respond to people's expressions of gratitude, which pushes us to perform better for them. If you recognize and congratulate an employee's or colleague's efforts on a task, they are likelier to achieve a good job the following time since they know you care. Working hard without feedback or thanks is demotivating, yet gratitude motivates us to perform better and make an effort when we receive it (The Importance of Appreciating Others, 2020).

Calibrate Leadership Style

Leadership jobs exist at all levels to guarantee that others' efforts yield results. Leadership style and actions, on the other hand, frequently act as roadblocks to achieving those goals. Self-awareness is a non-

negotiable for effective leadership. Understanding how your leadership style, habits, and attitudes influence others is critical. A self-aware leader recognizes their limits and works modestly to overcome road-blocks posed by natural impulses and repetitive management methods (Dewolf, 2014).

A leader needs to influence the group or community positively. As Dominican Sisters of the Trinity, the result of our mission reflects who we are as Sisters. This can be said to be transformational. Transformational leadership practices have been linked to higher achievement in students, as mentioned by Slater (2013). This means that a leader needs not only to have one style of leadership or needs not only to be stagnant; rather leader needs to be flexible, adaptive, resourceful, and they need to change their style according to what is the current need of the community and its members. Leaders should be transformational. Leaders must always consider people and see if it's necessary and good for the institution and the common good. Thus, it is always good to adjust and plan. If that is impossible to be done, then change again and be aware of patterns and emotions. In addition, there must be a consultation in making important decisions and recognizing their talents and efforts being shown. A leader must show concern and support to focus on people, and you need to put people first because they are the most critical factor in the school; as a leader, you must show by example. It would help if you walked your talk. Live by examples.

Improve Oneself

If schools are to ensure that children and young people are successful in the future, teaching and learning standards must continue to improve. School leaders play a critical role in enhancing school results by influencing the motivation and capacity of teachers and the atmosphere and environment in which they work and learn. Effective educational leaders influence the development of human resources in their school; effective leaders enable teachers and others to understand and gain mastery over complexities of necessary changes (Leithwood & Riehl, 2003). In this way, leaders are helping the community members to develop themselves, which may benefit both the community and one's self. Leithwood and Riehl (2003) also added that this impression does not only impact people within an organization, but it also helps the school in reaching its overall vision. This, too, is another component to developing the people within an organization and is something they tagged as a tool providing an appropriate model.

Children and young people must participate in increasingly effective, active, constructivist learning that promotes comprehension and independence to succeed in today's information society. Individualization and customization are also in high demand since they may provide students with inclusive and multiculturally aware learning possibilities. Students are becoming more varied. School administrators must master this new pedagogy to monitor and assess their educators' performance. As leaders of learning, principals may create communities of successful practice in which ongoing professional development becomes increasingly sophisticated and integrated into the daily routine (Pont, Nusche, Moorman, 2008). Do not stop learning; learning is a lifetime process of life. We are learners for a lifetime. It doesn't stop when we are still alive. It is a continuous quest. There must be an acceptance that you don't know everything. Do not stop learning. It can be through experience, and at the same time, it takes further studies to gain more. You are humble enough to admit that you have limited skills. Learn to be open and humble to accept corrections. It will make you grow. Please keep reading, practice what you have read, and apply it in daily life. It will help a lot—practice by Doing. Face conflicts clearly; they must be scrutinized. To be a servant leader, you must take the lead first. Know yourself to improve yourself and develop those things you have already enhanced your capability and capacity to do it. As a leader, be humble to accept mistakes and your limitations as a person. You do not know everything in this world. After all, leadership

is a lifetime process of learning, doing, undoing, and redoing things for the benefit of the individual and community. Hence it is just a humble insight to be patient with people. You are to take care of them. Just be yourself and be eager to learn more; everything is a grace.

Inspire Others

Leaders could intentionally inspire others. You can choose to call people to come with you or go with you on a journey, and that is where you are intentional about encouraging people to do something different, to make a difference in their lives. Inspiring others requires effort and courage, knowing the right moment and time, and seizing upon it. This is why spiritual leadership is best to practice when leading a community, to inspire members. The purpose of spiritual leadership is to create vision and value congruence across the strategic, empowered team, and individual levels, and ultimately, to foster higher levels of organizational commitment and productivity (Fry, 2003). This further means that if a leader is guided by the Holy Spirit, they are basically visionary that could make their members be inspired. Emphasized inspiring moments never happen; there is always an active process behind everything. You have got to position yourself in the right place at the right time. It is important for the right timing, you have got to think about it, and you have got to make that inspirational moment at the right time. The skill for leaders to inspire others is necessary; sensing the right moment and identifying triggers to enable them for inspiration. Finally, at that moment, you have to get people to believe in themselves and that the outcome then will be different, one closer to their potential.

Such as the leadership perspective, the term inspiration has been synonymous with leadership for many years. Thus, Clemens and Mayer (1999) proposed that the central aspects of effective leadership are motivation, inspiration, sensitivity, and communication and that these aspects have changed little over the last 300 years. Furthermore, Petersen and Seligman (2004) asserted that leadership was a charismatic or transformational influence used to inspire others. On the other hand, Bass and Avolio (1993) considered that transformational leaders have a vision, trustworthiness, and the ability to inspire and motivate. It is, therefore, evident from the research that inspirational leaders have a tremendous effect on people. As a result, transformational leaders inspire followers to achieve performance beyond expectations by transforming followers' attitudes, beliefs, and values (Bass, 1985). Therefore, all participants in Kinjerski and Skrypnek's (2006) study confirmed that inspiring leaders enabled transformation in others by creating shared meaning, and Sosik and Dinger (2007) found out that leaders can inspire others by acting as powerful role models for followers, leaders should therefore walk their talk. Although Councill (1988) suggested inspiration extends beyond any definition because it is a random feeling that produces positive emotion, researchers have attempted to describe the phenomenon.

Train Faculty and Staff

School leadership has become a priority in education policy agendas internationally. A leader plays a vital role in improving school outcomes by influencing the motivations and capacities of teachers, as well as the school climate and environment (Mulford, 2003). Furthermore, effective school leadership is essential to improve the efficiency and equity of schooling. School leaders can define the school's educational goals, ensure that instructional practice is directed toward these goals, observe and evaluate teachers, suggest modifications to improve teaching practices, shapes their professional development, and assist in the resolution of problems that may arise in the classroom or among teachers as well as communicate with the community and parents.

Additionally, schools and their governing bodies take the main responsibility for developing the quality, motivation, and performance of their people – for managing and developing the human resources (Earley and Bubb, 2004). Earley and Bubb (2004) added that schools that do not look after their staff's professional development usually lose their best teachers. More so, people and their training and development – their continuing professional development must be seen as an investment, and it is therefore essential.

After all, you do not own the mission; it is everyone's mission to train your teachers and employees and inform them of their responsibilities. Be willing to send them to training seminars to be educated and trained. That is your legacy to them; when you leave the mission to them, they will be aware of the task because you have given them a chance to learn and grow.

Teamwork

Effective teams are small and comprised of people with various skills, abilities, and behaviors that complement each other. They have a clear and direct goal and carry out duties that are related to it. They have excellent teamwork and high honesty, and the team leader is a strong leadership foundation. The teams continuously evaluate themselves and their schools, examining prior accomplishments and searching for ways to better themselves and their institutions. A great leadership team fosters synergy, allowing members to do more than possible (Hall & Wallace, 1996). This is especially crucial in schools because there is continual change and a seemingly endless stream of initiatives to manage. An effective school administrator communicates a clear vision based on solid values and beliefs. They maintain a laser-like focus on teaching and learning concerns and adopt a thorough understanding of the school and the surrounding community. They have high expectations of employees and place high demands on them, but are also sensitive to their feelings.

This can be true that collaboration in the workplace is of great importance. This cannot be overstated. Your work is also their work. You cannot claim that a certain job is yours alone because your work is the work of everyone in the community. The development of a healthy organizational climate is essential to ultimate campus productivity (Newmann, 1996; Schien, 1991). Hence, teamwork is necessary to be practiced by everyone in an organization or community such as academic institution. Furthermore, culture within a school is simply the shared values and beliefs of the organization. With this, leaders should engage the people around you and let them know they are helping. Beautiful things happen when numerous people work together; it's always a collective effort. There are no organizations with only one person working; there are many, so don't try to do everything yourself. Collaborate with the instructors and staff; they are the most influential people in the school; without them, you wouldn't be able to run it. You will need personnel to keep the school running; they are your team.

Leadership Insights from the Experiences

Utilizing thematic analysis, the researcher discovered eight essential themes on the insights shared by the Dominican Mission School Administrators namely: (1) *Flexibility in meeting the desired outcome*, (2) *Think strategically*, (3) *Identify and develop talent*, (4) *Practice participatory leadership*, (5) *Plan ahead*, (6) *Collaborative with stakeholders*, (7) *Set qualification standards in hiring personnel*, and (8) *Groundwork training is a necessity*.

Flexibility in Meeting the Desired Outcome

School administrators' role in managing schools has changed dramatically in the twenty-first century,

necessitating the development and use of new abilities to cope with these changes. The twenty-first century has been dubbed the "Age of Competition," "Change," and "Excellence." To stay afloat, educational institutions must accept many changes and reforms aimed towards a brighter future and do so consistently and quickly so that education's clients, students, may be productive members of society and compete globally. Parallel to this, school administrators are responsible for inspiring, encouraging, and forming new strategic collaborations to address global concerns. They will require the expertise to keep up with the fast-changing adjustments and reforms in these pursuits (Pont, Nusche, et al.) 2008.

The participants employed flexibility as a way of facing the challenges of leadership. In their words, they need to explore possibilities for the sake of the stakeholders, the students, preferably those they serve. Firestone and Reihl (2005) mentioned that educational leaders develop their schools as effective organizations that support and sustain the performance of teachers as well as students. There are, of course, decisions you need to make, but when you meet with them, you need to consider them because they will be working things out, not you. Although firm but flexible, especially in matters of great importance like making good decisions, you are to listen to them, not impose anything immediately, and consult them with their opinions and suggestions. Knowing the importance of the perceptions of organizational members, as individuals and collectively, means leaders must interact in positive ways so followers work toward reaching organizational goals (Barnett & McCormick, 2004). For a leader to be effective, you must become collaborative and innovative. Be transparent in work and actively participate by actions rather than words alone. Lastly, helping one another is necessary to achieve better results. After all, a leader is not someone who's on top but who is together with your people.

Think Strategically

Leaders ensure that the organization's vision, goals, and expectations for employees, learners, and community stakeholders are framed meaningfully involving the organization's community; this includes employees, learners, and community stakeholders (Davies, 2006). This will ensure that what is built is shared, that it motivates employees, and that the organization continues to improve in line with a definite moral purpose: to ensure the success of every one of their students. They stay on top of new ideas and evidence, as well as changes in regulations and legislation that affect what the organization can accomplish, and incorporate that information into their strategic planning. They give informative progress reports and identify any issues, allowing for open discussion and, if necessary, modifications in procedures or resources.

As an administrator, you must be an instructional, transformational, servant, and strategic leader. More so, an administrator must also be visionary. Day (2004) emphasized in his documented essential leadership qualities that commitment to a common goal was a factor in leadership effectiveness, and it aligns with the leadership practice in identifying and articulating a vision. Moreover, he added that some of these practices include having a clear set of values, ideologies, and identity. Further, it includes willingness to reflect upon experience and to be adaptable, as well as to be intellectually and emotionally engaging. These should be integrated into your leadership style if one wants to succeed. The learning and insight as a school administrator, one has to be patient in dealing with people, especially parents, teachers, and stakeholders.

As an administrator, one should approach them differently because they are different; therefore, each of them will be handled differently, and make sure that one will not hurt them with their words. A leader is to make good decisions and solves problems and be able to identify, define and analyze the issues.

Inquiring from seasoned administrators or experienced leaders will help them think well to come up with a good decision for the good of all. They can also use the available facilities to continue the mission and the activities. Every plan should be well thought out to achieve good results.

Identify and Develop Talent

There are potential people around you; what you need to do is to tap them. Knowing them and wiping them is your most significant achievement as a leader. You are to trust them that they can do what you asked them to do. Mobilize your people, especially those who have more capacities make them feel they are essential by identifying their talent and allowing them to develop. Lastly, appreciate them; acknowledge them, especially their contributions, no matter how small it is, rather than to be a critique, Hamzah, Shamsudin (2017).

The capacity to recognize talent, both internally and outside, unleash human potential, and identify not just the best person for each role but also the ideal position for each employee, is critical to leading a successful team. It does not mean that because one is afraid to try, then an administrator will not give them an opportunity to try and improve. Smith and Blasé (1987) contend that a moral leader who wholly realizes the limitations of an organization must make these limitations clear to the organization and encourage members to overcome them. Outstanding administrators, in other words, are also great talent agents.

In summary, talent development is identifying and developing the finest employees following their company's objectives and strategic plans. Consequently, they will appear to be a far more appealing offer, which will help them attract and keep stakeholders. The issue is that many people treat talent development as if it were a stand-alone issue, while the real value comes from the other things that happen when you invest in it.

Practice Participatory Leadership

Leaders who use a transformational approach to team participation are referred to as participatory leaders. Employees with participatory leaders can demonstrate their creativity by creating solutions to problems and challenges. This sharply contrasts with authoritarian leadership, in which the leader makes all choices (Wilson, 2020). The leaders in participatory leadership empower their followers and allow them to get involved in critical decision processes. Employees feel appreciated as a consequence, and they give their all to the business. In other words, leaders can encourage their staff and get more significant results. This kind of leadership style helps efficiently and successfully achieve the company's goals.

A good leader always has a follower; leadership is not for the leader alone. Remember to tap into the organization's potential. Leadership is undertaken through ordinary, everyday, and sometimes extraordinary interactions in schools (Spillane, 2006). If you can tap into people's abilities and potential, it will significantly benefit you. Do not rely on your leadership abilities; you'll need someone with whom you can share the workload and allow them to learn alongside you. As emphasized by Harris et al. (2007), leadership practice is part of the social world of the school and is intrinsically linked to the everyday interactions that take place there. It is critical to solicit their perspectives and clever proposals since they can provide great recommendations. Collaborate with them, tell them what you want, and let them know if you want organizational changes. They serve as a guide to help you make better judgments. Because leadership involves planning, a leader should plan forward. Because they are your support system, you must lead, organize, and work with them. With your support system, you will be able to achieve success.

Take the lead so that they may fulfill their responsibilities. Above all, trust them and believe in their ability to do the task.

Plan Ahead

Leadership is planning, leading, organizing, and collaborating. They will go together to create a good leadership style. As a leader, you know how to prepare to envision what will happen and take possible actions for the good of the community. Leaders are risk takers (Kouzes and Posner, 2007); they also seek out things that appear to work and then insist that they improve. Kouzes and Posner (2007) added that leaders are challenged 24/7, and that they are motivated not by fear or reward, but by ideas that capture their imagination. This imagination is a form of planning regarding things to happen. Planning makes things better results than having no plans at all. We need to lay out the necessary items to be given attention and focus. Take your time to avoid mistakes, Mulford (2003).

School administrators must ensure that they think holistically and beyond their own institutions' walls. There will be a greater sense of collective duty for schools, staff, and students throughout the country or elsewhere. This is already happening in the best cross-trusts, hard federations, and teaching schools. The moral reason for which headteachers entered the profession — to positively influence young people's lives — will be expanded beyond the confines of a single school. Prepare to encourage, challenge, and hold one another accountable - cooperation, competitiveness, and connectivity will all be evident. Accept change, but do so compassionately. Encourage colleagues to improve their teaching skills. Utilize new technology — consider new methods to accomplish what we've always done, but better. Collaborate with others inside and outside your institution to achieve your goals. But everything must be motivated by a single-minded determination to provide the most excellent possible care for every one of the young people in our care.

Collaborate with Stakeholders

Stakeholder participation is essential for getting project support, strengthening communications, and collecting relevant data and suggestions. Any business effort is more likely to succeed if it caters to the requirements of those who may be affected. Clients, national and local governments, partners, communities, and special interest groups are just a few stakeholders most projects need to deal with. Every stakeholder has their worries, requirements, conflicts of interest, and power. School administrators must know the different stakeholder groups, their concerns, and what motivates those (Stakeholder Collaboration Building Bridges for Conservation, 2000).

Collaboration with stakeholders is essential for a project's success; the mission would only succeed with them. Working with parents and students is always a joint effort. Murphy and Shipman (1999) believed that a school administrator is an educational leader that promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. Because they are the school's initial support system, we connect, link, and coordinate with them. They can undoubtedly assist you in establishing the school and all your objectives and activities, so stay in touch with them.

Yet, this is not only limited to parents and students; employees like faculty and staff should also be considered as strong collaborators in an academic institution. Supervising them that starts from orientation is one good way to build sound relationship with them. Kouzes and Posner (2007) posited that employee-oriented supervisor gives more attention to creating employee motivation. This suggests that the effect of supervisory behavior on motivation may be basic to understanding productivity differences (Kahn & Katz,

1952). Building connections and relationships with people who can assist you with your goal is critical. You cannot complete the quest by yourself; you will need the help of others in the community. Make contact with the people. As humans, we form bonds based on how and what we communicate. Open lines of communication will be highly beneficial to each other. Never underestimate each other's abilities. Participants underlined the need to share personal details about themselves to humanize themselves as leaders. Personal anecdotes contributed to the value of influencing others.

Set Qualifications Standards for Hiring Personnel

Qualification Standards are a list of the minimal standards for effectively and safely performing work in a particular occupation. Specific job-related work experience, education, medical or physical criteria, training, security, and license are all examples of minimal requirements. They are not intended to rank candidates and identify the top candidates for a specific job or be a replacement for thoroughly examining an applicant's knowledge, skills, and abilities/competencies (*Operating Manual: Qualification Standards for General Schedule Positions, n.d.*). However, these qualifications will help the employer, the leaders in this case, to make sure that the hired employees are, at least, equipped with proper trainings and alignment to what they are going to teach to students inside the classroom. At the end of the day, it is the responsibility of the leaders to make sure that students are given what they ought to receive from their teachers when they enrolled themselves to certain academic institution. Nummery (2005) mentioned that the roles of educational leaders are significant to teachers, instruction, and outcomes of student learning and achievement. Added to this, serious emphasis was given to instruction, including monitoring of teachers, collaborative planning, and curriculum modification resulting in new instructional programs and practices. Hence, one's qualification is much needed to achieve these.

Personnel are more critical than administrators in the school since they are on the front lines. This may be a terrific addition to the community if the employees are competent. They can deliver or provide the service that stakeholders want, and if people are capable, the pupils' education will be protected. This is why administrators must work side-by-side with their employees and strengthen their collaboration for various goals, one of which is direction setting, which includes hiring qualified employees to teach or do tasks aligned to what they are trained for. Cohen and Mohrman (1999) mentioned that direction setting is likely to have high impact and offers the possibility for successful intervention. Administrators chose qualified professionals to ensure that the school's standards would not be compromised. If the people are competent, quality education will be provided.

Groundwork Training is a Necessity

To improve students' learning results, schools must have strong leadership. To achieve a high growth rate for all students, exemplary leadership in schools involves supporting and facilitating school-wide teaching competence. Principals, executive staff in traditional leadership roles, school leaders, and instructors with no defined leadership duties can all play a part in this leadership. Teachers and future education leaders must understand what constitutes strong leadership in schools and how it can be utilized to effect long-term change (What is School Leadership in Schools, 2019).

Influential school leaders use their educational experience and management abilities to direct their and their teaching staff's efforts toward enhancing the quality of student learning outcomes. Keeping up with the newest instructional technology and trends is a big part. Sending employees to trainings can be beneficial for both the employee and employer since it enhances the skill of the former which can be

provided to the students, and this will reflect to the institution, the employer, eventually. Sergiovanni (1990) stated that purposes, like sending employees to trainings, become fused with a focus on stimulating human potential to higher levels of commitment and performance. It also necessitates strong interpersonal skills, as leaders interact with students, staff, parents, and other community members to obtain continuous input and identify chances for innovation. School leaders must have a strong understanding of operational best practices and the ability to foster continual improvement.

Good school leadership fosters a good and encouraging culture for teachers and a high-quality student learning experience. Leaders at all school levels may help by honing the top competencies required of school administrators.

To be of great service to the people entrusted to you, it is preferable to be trained beforehand before being placed in such a position. This is so true, especially when it is the first time of a leader to handle such position. Such situation provides a gap that needs to be filled in with what is the current knowledge we have at hand. Bennis (2007) elaborated that leaders of the future will be able to engage others through the creation of a shared vision; have a clear voice that is characterized by a sense of purpose, sense of self, and sense of self-confidence and is distinctive to constituents; operates from a strong moral code and a belief in the greater good of all. He also added that future leaders have the ability to relentless pressure to change. This tells us that before leaders will be positioned, they should be oriented and trained as to what really is the real picture of the situation, as well as how the current administration sees the path of the institution to have one shared vision with the incoming leaders.

However, Sisters are only instructed to be assigned to a job since our vow of obedience qualifies us for it. Training is necessary to ensure that you are ready to complete the mission. Because you are working with people, you at least understand how to execute and lead the job. People rely on you at times. As a leader, you need to know everything to serve the people entrusted to you, particularly the students, to the best of your abilities.

10. Implications

This study provided new realizations on leadership practices, especially among Dominican Sister mission school administrators. Results have implications for aspiring leaders or soon-to-be leaders in the school community or any organization. They must work and observe those in leadership roles as early as now. In order to develop leadership qualities. Leadership can be learned and taught. Hence, they have to be passionate about it and learn to become leaders in their own way as long as they have the desire, and that desire will lead to fulfillment to become leaders in the future. The themes imply that future leaders must be prepared and seriously take leadership roles in mind as early as now because it is more challenging than they think. It takes courage and a lot of self-confidence to become a leader. This has implications for young leaders to be energetic and enthusiastic in leadership roles. This calls for young leaders to be intelligent in performing their leadership roles, to be happy in serving the people, and not to be burned out from leadership work. Having a positive mindset helps not to create stress and to be mentally healthy as always. Lastly, the insights the Dominican mission school administrators imparted helped in realizing that leadership roles imply dedication and commitment. To be a leader is to be a good follower as well.

In the field of education, there is a need for competent administrators to lead the school operation. Administrators should be equipped with preparation and professional competence to guide the school community's people. Training is necessary for educational leaders to ensure that they are ready to complete and assume the mission given to them because leaders need to be skilled and prepared. Lastly, educational

leaders must have a strong understanding of operational best practices and the ability to foster continual improvement for the good of the school community. They should lead by example for the school community to attract people to be with them to fulfill the mission.

As inspired by our Holy Father, St. Dominic de Guzman, founder of the Order of Preachers, Dominican mission school administrators respond to serving the mission through preaching in the field of education. Furthermore, the participants' responses revealed they experienced encouraging and inspirational experiences while serving on the task. While sharing their stories, the mission spirit is still alive in each of them. After all, the mission's outcome reflects their identity as sisters. All of them are servants. Dominican mission school administrators commit to serving the mission of the Church through the mission of the Congregation in the field of education.

Therefore, administrators must lead in establishing a structure and process for continuous assessment of school spending. Now more than ever, school officials and administrators are vital to the success of schools. Leaders should make long-range financial planning an integral part of their regular responsibilities. According to a study, Schools are only effective if the principal is a competent leader. However, poor self-esteem causes administrators to be fearful and anxious about making crucial decisions. Role overloads occur when there are too many expectations that one has to fulfill. Both role conflict and role ambiguity are prevalent in schools. The labor issues such as poor salaries, unqualified educators, docking of pay, strikes, and more have contributed to higher stress levels.

Administrators need to be flexible in doing all sorts of work in the school. At times, it is tasking and demanding, yet it is then that the school community will be able to survive.

As a leader, it is essential to instill Christian values and intellectual learning because it will last. Being generous has advantages for both the giver and the receiver. Appreciate what you have since only some are capable of completing the job.

School leaders play a critical role in enhancing school results. They influence the motivation and capacity of teachers, as well as the atmosphere and environment in which they work and learn. Leaders must always consider people and try to see if it's necessary and good for the institution. As a leader, be humble to accept mistakes and your limitations as a person. You don't know everything in this world—practice by Doing. A great leadership team fosters synergy, allowing members to do more than they could. An effective school administrator communicates a clear vision for the school. There are no organizations with only one person working; there are many, so do not try to do everything yourself.

School leaders must have a strong understanding of operational best practices and the ability to foster continual improvement. Training is necessary to ensure that you are ready to complete the mission because of the necessity for skilled and successful educational leaders in the following decades. The purpose of better equipping educational leaders is to serve students, faculty, staff, and the general public more effectively. The conclusions of this study have ramifications for educational leadership and leadership programs, as well as for prospective educational leaders as well as present leaders. Based on survey data and theoretical conceptualizations of leadership learning, the researcher presents recommendations for leadership educators to improve leadership professional development.

These results have implications for leadership educators, leaders striving to develop their abilities, and those looking for the best leadership teaching and learning practices. Learning leadership via experience was necessary for the participants in this study because it helped them build emotional intelligence, communication skills, and cultural intelligence and prepared them for future problems.

Finally, leading educators, especially those in the Congregation, may apply these findings to their curricula and pedagogical approaches. Faculty may create assignments or curricula requiring active engagement inside and outside the classroom environment. Participants in this study reported that leadership can be taught, and many described how they were taught leadership.

11. References

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