

TRANSFORMATIONAL LEADERSHIP ATTRIBUTES, ADMINISTRATIVE EXCELLENCE PRINCIPLES, AND WORKFORCE MORALE AMONG ACADEMIC PERSONNEL IN SELECTED HIGHER EDUCATION INSTITUTIONS IN LAGUNA

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ABSTRACT

This study aims to determine the transformational leadership attributes and administrative excellence principles of the Academic Head and the level of workforce morale of professors in selected Higher Education Institutions in Laguna. This also explores the significant relationship between the main variables and how effectively transformational leadership attributes and the administrative excellence principles of the Academic Head predict the workforce morale of the professors. This study utilized a descriptive-correlational design. A total of 154 professors participated in the survey. Stratified random sampling was used to ensure representation from different higher education institutions in Laguna. This study utilized a researcher-made questionnaire, which underwent a validity assessment and was reviewed and approved by field experts. An electronic survey link (Google Form) was shared via email through the deans of the selected higher education institutions. After the data were gathered, the researcher organized, analyzed, and interpreted the data. Weighted mean, Pearson R, and regression analysis were applied in analyzing the data gathered. The findings indicate that academic heads excel in fostering a positive, motivating, and supportive environment, effectively guiding faculty through strong leadership, intellectual engagement, and individualized attention. Academic heads demonstrate a very high level of administrative excellence. The morale of professors is positively influenced by career growth, work-life balance, and recognition systems. The academic heads' transformational leadership attributes, including idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration, are strongly and moderately correlated with various administrative excellence principles, such as customer focus, leadership involvement, and continuous improvement. There was a moderate correlation between the Transformational Leadership Attributes and various aspects of Workforce Morale. There were significant correlations between the Administrative Excellence Principles of academic heads and the Level of Workforce Morale of professors, with all relationships being statistically significant at the 0.01 level. Regression analysis reveals that the overall administrative excellence of academic heads positively influences workforce morale, particularly through individualized consideration. However, the impact of leadership involvement on morale is negative, implying that an overemphasis on leadership involvement may need to be balanced to avoid potential adverse effects on morale.

Keywords: transformational leadership style, administrative excellence principle, workforce morale, academic personnel, higher education institutions

METHODS

Research Design

This study utilized a descriptive-correlational design to examine the relationship between transformational leadership attributes and administrative excellence principles of academic heads and workforce morale of professors in selected Higher Education Institutions in Laguna. As explained by Fleetwood (2025) in Questionpro, descriptive correlational research is a design that seeks to explore the relationship between two or more variables without establishing causation. It involves gathering and analyzing data on multiple variables to determine whether a connection exists. This approach assesses the strength and direction of the relationship, providing insights into their associations.

Sources of Data

The primary sources of data came from professors of selected higher education institutions in Laguna. Only the empirical data gathered from these respondents were subjected to statistical treatment and analysis.

Population of the Study

The study's total population was composed of 301 professors. The actual sample of 170 was calculated using the Raosoft Calculator and selected through the stratified method (Rahi, 2020), with a 95% confidence level and a 5% margin of error. The data were gathered from the two higher education institutions in Laguna, with 154 respondents who participated and answered the survey.

Instrumentation and Validation

This study employed a researcher-made questionnaire divided into three parts. The first part was based on the transformational leadership attributes of the academic head as assessed by the professors. The second part focused on determining the administrative excellence principles of academic heads as assessed by the professors. The last part of the questionnaire centered on determining the level of professors' workforce morale.

Evaluation and Scoring

The responses were interpreted based on the following numerical ranges and corresponding categorical responses and verbal interpretations.

To determine the transformational leadership attributes:

Numerical Rating	Mean Ranges	Categorical Response / Verbal Interpretation
4	3.25-4.00	Strongly Agree (SA)
3	2.50-3.24	Agree (A)
2	1.75-2.49	Disagree (DA)
1	1.00-1.74	Strongly Disagree (SDA)

To determine the administrative excellence principles of academic heads and the level of workforce morale of professors:

Numerical Rating	Mean Ranges	Categorical Response	Verbal Interpretation
4	3.25-4.00	Strongly Agree (SA)	Very High
3	2.50-3.24	Agree (A)	High
2	1.75-2.49	Disagree (DA)	Low
1	1.00-1.74	Strongly Disagree (SDA)	Very Low

Data Gathering Procedure

The questionnaire, accompanied by a formal letter, was distributed to the respondents. An electronic survey link was shared via email through the deans of the selected higher education institutions. The Google Form included a comprehensive letter explaining the study's purpose, a request for participation, a consent form, and a data privacy notice to uphold ethical standards and ensure respondent confidentiality. After gathering and encoding the responses, the data were submitted to a statistician for statistical processing and preliminary analysis. The researcher then organized, analyzed, and interpreted the data to extract meaningful findings and develop practical recommendations.

Statistical Treatment of Data

The following statistical tools were applied in the study by the statistician using the Statistical Package for Social Sciences (SPSS):

1. Weighted mean was employed to determine the transformational leadership attributes and academic excellence principles of an Academic Head and the workforce morale of professors.
2. Pearson R was utilized to test the significant relationship between transformational leadership attributes and administrative excellence principles of academic heads, transformational leadership attributes of Academic Heads, and the level of workforce morale of the professors, and administrative excellence principles of the Academic Head and the level of workforce morale of the professors.
3. Regression analysis was applied to determine how effectively the Academic Head's transformational leadership attributes and administrative excellence principles predict the professors' workforce morale in selected Higher Education Institutions in Laguna.

Presentation, Analysis, and Interpretation of Data

1. Transformational Leadership Attributes of Academic Heads as Assessed by the Professors

Table 1
Transformational Leadership Attributes of Academic Heads
as Assessed by the Professors

Indicator	Weighted Mean	Verbal Interpretation	Rank
1. Idealized influence	3.76	Strongly Agree	1.5
2. Inspirational motivation	3.76	Strongly Agree	1.5
3. Intellectual stimulation	3.74	Strongly Agree	3
4. Individualized consideration	3.71	Strongly Agree	4
Overall Weighted Mean	3.74	Strongly Agree	

The results in Table 1 show that academic heads are highly regarded for their transformational leadership attributes, with an overall weighted mean of 3.74, interpreted as Strongly Agree. The highest-rated attributes, Idealized Influence and Inspirational Motivation, both received a mean of 3.76, reflecting strong leadership in setting an example and inspiring faculty. Intellectual Stimulation (mean = 3.74) and Individualized Consideration (mean = 3.71) were also rated highly, highlighting their ability to encourage critical thinking and provide personalized support for faculty development. These findings indicate that academic heads excel in fostering a positive, motivating, and supportive environment, effectively guiding faculty through strong leadership, intellectual engagement, and individualized attention.

In conclusion, academic heads demonstrate strong transformational leadership, excelling in Idealized Influence and Inspirational Motivation. They effectively inspire and set a positive example for faculty while also encouraging intellectual growth and providing individualized support. Overall, their leadership fosters a supportive and motivating environment that enhances faculty development and institutional success.

To support this, Fontein (2022) explained that transformational leadership is a process in which leaders interact with and influence others by addressing their needs, enhancing motivation, and providing an ethical foundation for decision-making. A transformational leader will collaborate with teams beyond their immediate self-interest to identify necessary changes and develop a vision to guide that change. They often lead by example at the top level, promoting a strong sense of organizational culture, employee ownership, and workplace autonomy—motivating people without micromanaging

2. Transformational Leadership Attributes of Academic Heads as Assessed by the Professors

Table 2
Administrative Excellence Principle of Academic Heads
as Assessed by the Professors

Indicator	Weighted Mean	Verbal Interpretation	Rank
1. Customer focus	3.74	Very High	5.5
2. Leadership involvement	3.76	Very High	2
3. Total employee involvement	3.74	Very High	5.5
4. Process-centric approach	3.76	Very High	2
5. Continuous improvement	3.74	Very High	5.5
6. Fact-based decision making	3.74	Very High	5.5
7. Integrated systems	3.76	Very High	2
Overall Weighted Mean	3.75	Very High	

The results in Table 2 highlight that academic heads exhibit very high levels of administrative excellence, with an overall weighted mean of 3.75. The indicators related to leadership involvement, process-centric approach, and integrated systems received the highest ratings (mean = 3.76), reflecting strong management practices and a strategic approach to administration. Other areas, such as customer focus, total employee involvement, continuous improvement, and fact based decision making, also received very high ratings (mean = 3.74), indicating a well-rounded approach to administrative excellence. These results suggest that academic heads effectively apply key management.

Academic heads demonstrate a high standard of administrative excellence, excelling in leadership, system integration, and continuous improvement. Their strong focus on collaboration, data-driven decision-making, and employee involvement fosters a positive and effective academic environment.

According to Strobel Education (2024), the educational industry is evolving due to technological advancements, changes in educational policy, and shifting societal needs. School administrators are at the forefront of implementing these changes, which needs a deep understanding of resources and effective people management approaches. To navigate this changing terrain, they must stay current on educational trends, technological advancements, and regulatory updates, all while ensuring that these changes benefit student learning and school operations.

3. Level of Workforce Morale of the Professors

Table 3
Level of Workforce Morale of the Professors

Indicator	Weighted Mean	Verbal Interpretation	Rank
1. Recognition and reward systems	3.64	Very High	3
2. Work-life balance initiatives	3.70	Very High	1
3. Opportunities for career growth	3.65	Very High	2
Overall Weighted Mean	3.67	Very High	

The results in Table 3 reveal that professors report Very High levels of workforce morale, with an overall weighted mean of 3.67. The highest-rated indicator is “Work-life balance initiatives” (mean = 3.70), reflecting a strong appreciation for efforts to balance professional and personal life. “Opportunities for career growth” (mean = 3.65) and “Recognition and reward systems” (mean = 3.64) also received Very High ratings, showing that professors value professional development opportunities and feel recognized for their contributions.

These findings indicate that the morale of professors is positively influenced by career growth, work-life balance, and recognition systems. In conclusion, professors report high workforce morale, driven by effective work-life balance initiatives, career growth opportunities, and recognition systems. These factors contribute to a supportive and motivating work environment that enhances overall satisfaction and engagement.

Indeed, the Editorial Team (2025) highlighted that growth opportunities are situations that allow you to advance in your work. The most important aspect of professional development is to seek out opportunities to increase your skills and knowledge. The key to career advancement is being willing to make mistakes. When you are eager to attempt new things, even failures can teach you a lot. You might even find that what you try works out well.

Growth opportunities are crucial for the following reasons: Improved sense of well-being: When you work hard to grow as an individual, you can boost your sense of well-being. Better work performance: Having diverse abilities enable you to do your job more effectively.

4. Relationship between the Transformational Leadership Attribute and the Administrative Excellence Principle of Academic Heads as Assessed by the Professors

Table 4
Relationship between the Transformational Leadership Attributes and the Administrative Excellence Principles of Academic Heads as Assessed by the Professors

Administrative Excellence Principles	Transformational Leadership Attributes			
	Idealized influence	Inspirational motivation	Intellectual stimulation	Individualized consideration
Customer focus	r=0.681** Moderate correlation p=0.000	r=0.595** Moderate correlation p=0.000	r=0.711** Moderate correlation p=0.000	r=0.649** Moderate correlation p=0.000
Leadership involvement	r=0.562** Moderate correlation p=0.000	r=0.633** Moderate correlation p=0.000	r=0.661** Moderate correlation p=0.000	r=0.396** Low correlation p=0.000
Total employee involvement	r=0.613** Moderate correlation p=0.000	r=0.666** Moderate correlation p=0.000	r=0.673** Moderate correlation p=0.000	r=0.546** Moderate correlation p=0.000
Process-centric approach	r=0.597** Moderate correlation p=0.000	r=0.632** Moderate correlation p=0.000	r=0.626** Moderate correlation p=0.000	r=0.496** Moderate correlation p=0.000
Continuous improvement	r=0.509** Moderate correlation p=0.000	r=0.590** Moderate correlation p=0.000	r=0.522** Moderate correlation p=0.000	r=0.501** Moderate correlation p=0.000
Fact-based decision making	r=0.509** Moderate correlation p=0.000	r=0.519** Moderate correlation p=0.000	r=0.583** Moderate correlation p=0.000	r=0.499** Moderate correlation p=0.000
Integrated systems	r=0.604** Moderate correlation p=0.000	r=0.561** Moderate correlation p=0.000	r=0.519** Moderate correlation p=0.000	r=0.551** Moderate correlation p=0.000
**Significant @ 0.01				

Table 4 illustrates the relationship between the Transformational Leadership Attributes and the Administrative Excellence Principles of academic heads. All correlations are significant at the 0.01 level. The relationships between the leadership attributes and administrative principles show moderate correlations across the board. For instance, Customer focus shows a moderate correlation with Idealized Influence ($r = 0.681$), Inspirational Motivation ($r = 0.595$), and Intellectual Stimulation ($r = 0.711$), suggesting that academic heads' ability to lead by example and motivate faculty is strongly linked to their focus on customer service and satisfaction. Leadership involvement shows moderate correlations with most attributes, with a lower correlation to Individualized Consideration ($r = 0.396$). Other administrative principles such as Total employee involvement, Process-centric approach, Continuous improvement, Fact-based decision making, and Integrated systems all show moderate correlations with the transformational leadership attributes, indicating that academic heads' leadership styles positively influence these administrative aspects. The findings reveal that academic heads' transformational leadership attributes, including idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration, are strongly and moderately correlated with various administrative excellence principles, such as

customer focus, leadership involvement, and continuous improvement. The results indicate that the transformational leadership attributes of academic heads are strongly linked to their application of administrative excellence principles. The moderate correlations suggest that effective leadership behaviors, such as idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration, play a key role in fostering administrative excellence across various areas, including customer focus, employee involvement, and continuous improvement.

This means that the better the transformational leadership attributes, the higher the administrative excellence principles of academic heads as assessed by the professors. Likewise, this further suggests that the academic institutions should invest in leadership development programs that enhance transformational leadership skills, particularly Intellectual Stimulation, to strengthen administrative excellence further.

Moreover, the London School of Management Education (2024) specified that leaders can use a variety of tactics to intellectually stimulate their followers and secure the achievement of company goals. They can use intellectual stimulation as a common organizational strategy to empower their followers and establish an organizational culture in which people feel comfortable asking questions, promoting new ideas, and providing feedback.

5. Relationship between the Transformational Leadership Attribute and the Level of Workforce Morale of the Professors

Table 5
Relationship between the Transformational Leadership Attributes and the Level of Workforce Morale of the Professors

Workforce morale	Transformational Leadership Attributes			
	Idealized influence	Inspirational motivation	Intellectual stimulation	Individualized consideration
Recognition and reward systems	$r=0.473^{**}$ Moderate correlation $p=0.000$	$r=0.391^{**}$ Low correlation $p=0.000$	$r=0.465^{**}$ Moderate correlation $p=0.000$	$r=0.608^{**}$ Moderate correlation $p=0.000$
Work-life balance initiatives	$r=0.461^{**}$ Moderate correlation $p=0.000$	$r=0.410^{**}$ Moderate correlation $p=0.000$	$r=0.422^{**}$ Moderate correlation $p=0.000$	$r=0.497^{**}$ Low correlation $p=0.000$
Opportunities for career growth	$r=0.451^{**}$	$r=0.370^{**}$	$r=0.441^{**}$	$r=0.492^{**}$
	Moderate correlation $p=0.000$	Low correlation $p=0.000$	Moderate correlation $p=0.000$	Moderate correlation $p=0.000$
**Significant @ 0.01				

The results in Table 5 show moderate correlations between the Transformational Leadership Attributes and various aspects of Workforce Morale. Idealized Influence and Inspirational Motivation exhibit moderate correlations with Recognition and reward systems ($r = 0.473$ and $r = 0.391$, respectively) and Opportunities for career growth ($r = 0.451$ and $r = 0.370$, respectively), suggesting that these leadership traits positively impact workforce morale in these areas. Similarly, Intellectual Stimulation and Individualized Consideration demonstrate

moderate correlations with Work-life balance initiatives ($r = 0.422$ and $r = 0.497$, respectively) and Opportunities for career growth ($r = 0.441$ and $r = 0.492$, respectively), highlighting the positive influence of these leadership attributes on morale.

The transformational leadership attributes of academic heads, particularly idealized influence and individualized consideration, are positively associated with workforce morale, fostering better recognition, career growth opportunities, and work-life balance initiatives. This means that the better the transformational leadership attributes of the academic head, the higher the level of workforce morale of professors. Likewise, this further suggests that transformational leadership significantly influences workforce morale, with Individualized Consideration playing the most crucial role. Academic institutions should encourage leaders to adopt personalized mentorship approaches, foster recognition programs, and promote career growth opportunities to enhance faculty morale and motivation.

As explained by Dewar (2025), a well-designed employee rewards and recognition program may increase engagement and productivity and reduce turnover. Recognition must be regular, targeted, and associated with critical behaviors. When acknowledgment is consistent and apparent, it becomes a natural part of the company culture, propelling long-term growth.

6. Relationship between the Administrative Excellence Principle of Academic Heads and the Level of Workforce Morale of the Professors

Table 6
Relationship between the Administrative Excellence Principle of Academic Heads and the Level of Workforce Morale of the Professors

Administrative Excellence Principles	Workforce Morale		
	Recognition and reward systems	Work-life balance initiatives	Opportunities for career growth
Customer focus	$r=0.590^{**}$ Moderate correlation $p=0.000$	$r=0.526^{**}$ Moderate correlation $p=0.000$	$r=0.517^{**}$ Moderate correlation $p=0.000$
Leadership involvement	$r=0.339^{**}$ Low correlation $p=0.000$	$r=0.387^{**}$ Low correlation $p=0.000$	$r=0.419^{**}$ Moderate correlation $p=0.000$
Total employee involvement	$r=0.483^{**}$ Moderate correlation $p=0.000$	$r=0.530^{**}$ Moderate correlation $p=0.000$	$r=0.568^{**}$ Moderate correlation $p=0.000$
Process-centric approach	$r=0.465^{**}$ Moderate correlation $p=0.000$	$r=0.607^{**}$ Moderate correlation $p=0.000$	$r=0.558^{**}$ Moderate correlation $p=0.000$
Continuous improvement	$r=0.459^{**}$ Moderate correlation $p=0.000$	$r=0.498^{**}$ Moderate correlation $p=0.000$	$r=0.517^{**}$ Moderate correlation $p=0.000$
Fact-based decision making	$r=0.567^{**}$ Moderate correlation $p=0.000$	$r=0.497^{**}$ Moderate correlation $p=0.000$	$r=0.571^{**}$ Moderate correlation $p=0.000$
Integrated systems	$r=0.534^{**}$ Moderate correlation $p=0.000$	$r=0.572^{**}$ Moderate correlation $p=0.000$	$r=0.585^{**}$ Moderate correlation $p=0.000$

****Significant @ 0.01**

Table 6 shows significant correlations between the Administrative Excellence Principles of academic heads and the Level of Workforce Morale of professors, with all relationships being statistically significant at the 0.01 level. The correlations are predominantly moderate, indicating that higher administrative excellence contributes positively to workforce morale. For example, Customer focus shows moderate correlations with Recognition and reward systems ($r = 0.590$), Work-life balance initiatives ($r = 0.526$), and Opportunities for career growth ($r = 0.517$).

Similarly, Total employee involvement, Process-centric approach, Continuous improvement, and Fact-based decision making all show moderate correlations with various aspects of workforce morale, suggesting that effective administrative practices in these areas enhance professor satisfaction and engagement.

In conclusion, the administrative excellence practices of academic heads, particularly in areas like customer focus, employee involvement, and process-centric approaches, are positively correlated with workforce morale, indicating that strong leadership and effective management contribute to improved faculty satisfaction, work-life balance, and career growth opportunities.

This means that the higher the administrative excellence principles of the academic head, the higher the level of workforce morale of professors. Likewise, this highlights that a well-structured, inclusive, and student-focused administrative approach contributes to higher faculty morale, particularly in terms of recognition, work-life balance, and career growth. Institutions should focus on enhancing employee involvement, ensuring fact-based decision-making, and integrating cohesive administrative systems to foster a more engaged and motivated faculty workforce.

As discussed by Cross (2024), firms that prioritize building a spectacular workplace in which employees feel valued will provide a long-term experience for team members. Focusing on employee morale is the best method to keep team members happy and doing outstanding work for the firm.

7. Regression Analysis between the Transformational Leadership Attribute and the Administrative Excellence Principle of Academic Heads Taken Singly or in Combination with the Workforce Morale of the Professors

Table 7
Regression Analysis between the Transformational Leadership Attributes and the Administrative Excellence Principle of Academic Heads Taken Singly or in Combination with the Workforce Morale of the Professors

Predictor	Dependent Variable	R ²	F	p-value	β	T	p-value
Overall administrative excellence principle	Workforce morale (overall)	0.542	59.100	0.000	1.077	6.889	0.000
Individualized consideration					0.243	3.216	0.002
Leadership involvement					-0.327	-2.868	0.005
*Significant @ 0.01							

Table 7 presents the results of the regression analysis examining the relationship between the Transformational Leadership Attributes and the Administrative Excellence Principles of academic heads and their influence on the Workforce Morale of professors. The overall model explains 54.2% of the variance in workforce morale ($R^2 = 0.542$), with a significant F-value of 59.100 ($p\text{-value} = 0.000$), indicating that the predictors collectively have a strong impact on workforce morale.

Among the predictors, Individualized Consideration has a positive and significant effect on workforce morale ($\beta = 0.243$, $p\text{-value} = 0.002$), indicating that personalized attention and support from academic heads contribute to higher morale. However, Leadership Involvement has a negative and significant effect ($\beta = -0.327$, $p\text{-value} = 0.005$), suggesting that higher levels of leadership involvement might be perceived as detrimental to morale in this context.

Regression analysis reveals that the overall administrative excellence of academic heads positively influences workforce morale, particularly through individualized consideration. However, the impact of leadership involvement on morale is negative, implying that an overemphasis on leadership involvement may need to be balanced to avoid potential adverse effects on morale.

This means that administrative excellence principles, individualized consideration, and leadership involvement are predictors of workforce morale. Likewise, these findings underscore the importance of transformational leadership attributes and workforce morale in shaping administrative excellence principles. Institutions should prioritize strategies that enhance faculty morale and encourage academic heads to practice Individualized Consideration while ensuring that leadership involvement is balanced to avoid potential drawbacks.

As reiterated by Dewar (2025), employee appreciation has a major impact on critical company indicators such as engagement, productivity, and retention. Every organization can create an effective employee recognition and incentive program; however, it requires the necessary expertise, strategy, and resources. This program also recognizes, celebrates, and publicizes employee successes and accomplishments among coworkers and peers.

8. The proposed action plan to sustain the transformational leadership attributes and the academic excellence principles of an academic head and the professors' workforce morale.

A proposed action plan is created to improve transformational leadership attributes and the academic excellence principle of an Academic Head and the professors' workforce morale.

Action Plan to Sustain Transformational Leadership Attributes, Administrative Excellence Principles, and Workforce Morale among Academic Personnel

Areas of Concern	Objective	Activities	Persons Involved	Expected Outcome
1. Enhance Individualized Faculty Support through Targeted Mentorship and Well-being Program	Institutionalize structured mentorship programs	flexible workload arrangements mental health support services professional counseling	academic heads professors	95% of professors Improved well-being and work-life balance
Strengthen Data-Driven Decision-Making for Institutional Management	Integrate data analytics and evidence-based decision-making in institutional governance	regular faculty and student satisfaction surveys, performance evaluations, feedback mechanisms	Academic head professors	95% of professors Enhanced decision-making and continuous improvement
Develop a Comprehensive Faculty Recognition and Incentive Program	to acknowledge faculty contributions in teaching, research, and service	performance-based awards, research grants, and professional development sponsorships	Professors	95% of professors Increased Motivation and Job Satisfaction and Improved Teaching Quality
Expand Leadership Development Programs for Academic Heads	To further strengthen transformational leadership attribute	implement regular leadership training workshops focusing on intellectual stimulation, ethical leadership, and participatory governance Training may incorporate case studies, leadership simulations, and mentorship programs	Academic head	95% of academic heads equipped with strategies that enhance institutional effectiveness
Institutionalize Inclusive Governance and Employee Participation Mechanisms	to actively involve faculty members in institutional	establish consultative bodies, faculty councils, academic committees, and regular town hall meetings	Professors	95% of professors Ensured voices are considered in curriculum design, research agenda setting

	decision-making			and administrative policies.
Implement a Balanced Leadership Approach to Enhance Administrative Efficiency	focus on strategic oversight and delegation	delegation techniques, trust-building strategies, and mechanisms	Professors	95% of professors ensured institutional accountability and efficiency
Strengthen Student-Centered Leadership Approaches	To enhance administrative excellence	integrate structured student feedback mechanisms into policy development and academic planning student advisory councils, regular academic forums, and feedback-driven curriculum adjustments	Academic head professors	95% of academic head Enhanced decision-making and academic planning 95% of teachers increased involvement in shaping academic policies and curricula
Promote a Culture of Innovation and Critical Thinking in Academic Leadership	adopt innovative teaching methodologies engage in interdisciplinary research participate in international collaborations	Research grants, faculty development funding, and innovation awards	Academic head professors	95% of academic head Strengthened leadership 95% of professor Enhanced teaching practices
Establish a Systematic Leadership Performance Evaluation Framework	Provide constructive feedback to academic heads	Regular assessments of academic leadership effectiveness may be conducted through faculty	Academic head Professors	95% of academic head Enhanced leadership skills 95% of professors

		and student evaluations.		improved collaboration within the academic environment
Develop and Sustain Institutional Support Systems for Faculty Well-being	formalize faculty support structures, including workload management policies, access to mental health resources, and work-life balance initiatives.	workload management policies, access to mental health resources, and work-life balance initiatives.	Professors	95% of professors enhanced well-being, engagement, and productivity. 95% of professors enhanced work-life balance initiatives

SUMMARY OF FINDINGS

This section provides an overview of the main findings based on the data gathered and examined throughout the research.

1. The findings indicate that academic heads excel in fostering a positive, motivating, and supportive environment, effectively guiding faculty through strong leadership, intellectual engagement, and individualized attention.
2. Academic heads demonstrate a very high level of administrative excellence.
3. The morale of professors is positively influenced by career growth, work-life balance, and recognition systems
4. The academic heads' transformational leadership attributes, including idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration, are strongly and moderately correlated with various administrative excellence principles, such as customer focus, leadership involvement, and continuous improvement.
5. There was a moderate correlation between the Transformational Leadership Attributes and various aspects of Workforce Morale
6. There were significant correlations between the Administrative Excellence Principles of academic heads and the Level of Workforce Morale of professors, with all relationships being statistically significant at the 0.01 level.
7. Regression analysis reveals that the overall administrative excellence of academic heads positively influences workforce morale, particularly through individualized consideration. However, the impact of leadership involvement on morale is negative, implying that an overemphasis on leadership involvement may need to be balanced to avoid potential adverse effects on morale.
8. The proposed action plan was developed to sustain transformational leadership attributes, the academic excellence principle of an academic head, and the workforce morale of professors in selected higher education institutions.

CONCLUSIONS

1. Academic heads demonstrate strong transformational leadership, excelling in Idealized Influence and Inspirational Motivation. They effectively inspire and set a positive example for faculty while also encouraging intellectual growth and providing individualized support. Overall, their leadership fosters a supportive and motivating environment that enhances faculty development and institutional success.
2. Academic heads demonstrate a high standard of administrative excellence, excelling in leadership, system integration, and continuous improvement. Their strong focus on collaboration, data-driven decision-making, and employee involvement fosters a positive and effective academic environment.
3. Professors report high workforce morale, driven by effective work-life balance initiatives, career growth opportunities, and recognition systems. These factors contribute to a supportive and motivating work environment that enhances overall satisfaction and engagement.
4. The transformational leadership attributes of academic heads are strongly linked to their application of administrative excellence principles. The moderate correlations suggest that effective leadership behaviors such as idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration play a key role in fostering administrative excellence across various areas, including customer focus, employee involvement, and continuous improvement.
5. The transformational leadership attributes of academic heads, particularly idealized influence and individualized consideration, are positively associated with workforce morale, fostering better recognition, career growth opportunities, and work-life balance initiatives.
6. The administrative excellence principles of academic heads, particularly in areas like customer focus, employee involvement, and process-centric approaches, are positively correlated with workforce morale, indicating that strong leadership and effective management contribute to improved faculty satisfaction, work-life balance, and career growth opportunities.
7. The predictors collectively have a strong impact on workforce morale.
8. The proposed action plan must be implemented.

RECOMMENDATIONS

1. Academic heads may enhance Individualized Faculty Support through Targeted Mentorship and Well-being Programs, where senior faculty members and academic heads provide personalized guidance to junior faculty. This can be done through flexible workload arrangements, mental health support services, and professional counseling, which may promote work-life balance and job satisfaction.
2. The academic Head may Strengthen Data-Driven Decision-Making for Institutional Management by integrating data analytics and evidence-based decision-making in institutional governance, implementing regular faculty and student satisfaction surveys, performance evaluations, and feedback mechanisms to identify areas for improvement. Data insights may help influence policy changes, faculty development programs, and student-centered initiatives that improve institutional efficiency and sustainability.
3. The Academic Head may develop a Comprehensive Faculty Recognition and Incentive Program by establishing a structured faculty recognition system that includes performance-based awards, research grants, and professional development sponsorships. A transparent and merit-based incentive framework may acknowledge faculty contributions in teaching, research, and service, thereby increasing motivation and retention.

4. The Academic Head may expand Leadership Development Programs to further strengthen transformational leadership attributes. Institutions may implement regular leadership training workshops focusing on intellectual stimulation, ethical leadership, and participatory governance. Training may incorporate case studies, leadership simulations, and mentorship programs to equip academic heads with strategies that enhance institutional effectiveness.
5. The academic head and policy maker may institutionalize Inclusive Governance and Employee Participation Mechanisms by establishing a consultative body such as faculty councils, academic committees, and regular town hall meetings to actively involve faculty members in institutional decision-making. Policies will ensure faculty voices are considered in curriculum design, research agenda setting, and administrative policies, fostering a culture of shared governance and collaborative leadership.
6. The academic head may implement a Balanced Leadership Approach to Enhance Administrative Efficiency by focusing on strategic oversight and delegation. Leadership development programs may emphasize effective delegation techniques, trust-building strategies, and mechanisms to empower faculty members while ensuring institutional accountability and efficiency. Academic Head may Strengthen Student-Centered Leadership Approaches to enhance administrative excellence by integrating structured student feedback mechanisms into policy development and academic planning. Implementing student advisory councils, regular academic forums, and feedback-driven curriculum adjustments may ensure institutional decisions are aligned with student needs and expectations.
7. The academic head should implement, monitor, and evaluate the plan to ensure its effectiveness, to identify areas for improvement, and sustain best practices.
8. Future researchers may conduct a study for private and public higher education institutions to analyze differences in transformational leadership attributes, the administrative excellence principle of academic heads, and workforce morale of professors. They may also conduct a qualitative study to investigate leadership styles and decision-making processes in administration.

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