Transformational Leadership and Growth of Community Colleges in Albay

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ABSTRACT

This study explores the role of community colleges in expanding education and workforce development in the U.S. and the Philippines, emphasizing the impact of transformational leadership on inclusivity, innovation, and adaptability. Focusing on Albay, Philippines, it examines how policies, industry partnerships, and sustainability initiatives shape these institutions while comparing global trends. Using a quantitative research approach, the study gathered data through surveys, interviews, and secondary data analysis from school administrators, municipal mayors, and Committee on Education members. It assesses institutional status, leadership competencies, and transformational leadership traits to provide evidence-based insights for improving leadership effectiveness. Findings reveal disparities in the number of schools, enrollment rates, and academic programs, with District 3 leading in accessibility and offerings, while District 2 requires targeted interventions. Leadership assessments highlight strengths in operational, analytical, and human relations skills, with areas for improvement in decision-making under uncertainty and motivation. The study underscores the need for leadership development, mentorship, and infrastructure expansion to ensure balanced educational opportunities. Strengthening leadership through professional training, mentorship programs, and continuous assessment can enhance institutional effectiveness, promote educational equity, and align community colleges with socio-economic needs. These insights contribute to long-term educational development in Albay and beyond.

Keywords: Transformational Leadership, Community Colleges, Growth, Bicol, Albay, Philippines, Education, Commission on Higher Education

INTRODUCTION

Community colleges, both in the United States and globally, play a crucial role in expanding access to higher education, vocational training, and workforce development, particularly for underserved populations. In the U.S., these institutions were established in 1901 and gained prominence post-World War II. Transformational leadership, introduced by James MacGregor Burns in 1978, has been essential in guiding community colleges through shifting student demographics and societal changes by promoting inspiration, collaboration, and innovation (Shen & Chen, 2023).

Internationally, especially in Southeast Asia and the Philippines, community colleges offer affordable, vocational education that addresses workforce needs and boosts social mobility (Ng & Tan, 2022). In the Philippines, reforms such as the Higher Education Act of 1994 have expanded these colleges, serving students facing financial or geographical barriers (Chavez & Lino, 2023). Transformational leadership has driven innovation and inclusivity, ensuring graduates are prepared for both local and global job markets (Dela Cruz & Garcia, 2023).

In regions like Albay, local community colleges support socio-economic development by integrating sustainability into curricula and collaborating with local industries. These efforts, backed by national policies and local governance, align education with regional goals, contributing to long-term growth (Santos & Ramos, 2022). Transformational leadership continues to be vital in ensuring the success of these institutions globally.

FRAMEWORK

Vroom's Expectancy Theory (1964) links effort, performance, and reward, suggesting that motivation stems from the belief that effort leads to successful outcomes. In community colleges, transformational leaders enhance this theory by offering personalized support, aligning resources with individual student goals, and reinforcing the connection between performance and rewards such as career advancement. They focus on strengthening students' belief in their abilities (expectancy), ensuring performance is tied to meaningful rewards (instrumentality), and aligning outcomes with students' personal and professional aspirations (valence), fostering greater motivation and academic success.

Stakeholder Theory (Freeman, 1984; Brugmann & Prahalad, 2007; Harrison & Wicks, 2013) highlights the importance of recognizing the needs of all parties involved in community colleges, including students, faculty, and local communities. Transformational leaders engage stakeholders in decision-making, fostering collaboration and innovation while ensuring the college remains relevant to the community's evolving needs. This inclusive approach strengthens relationships and promotes sustainability through trust and accountability.

Transformational Leadership Theory (Bass & Avolio, 2003) focuses on leaders who inspire and empower others to prioritize collective goals. In community colleges, transformational leaders drive change, advocate for diversity and inclusion, and promote professional development, ensuring long-term growth and adaptability in a dynamic educational environment.
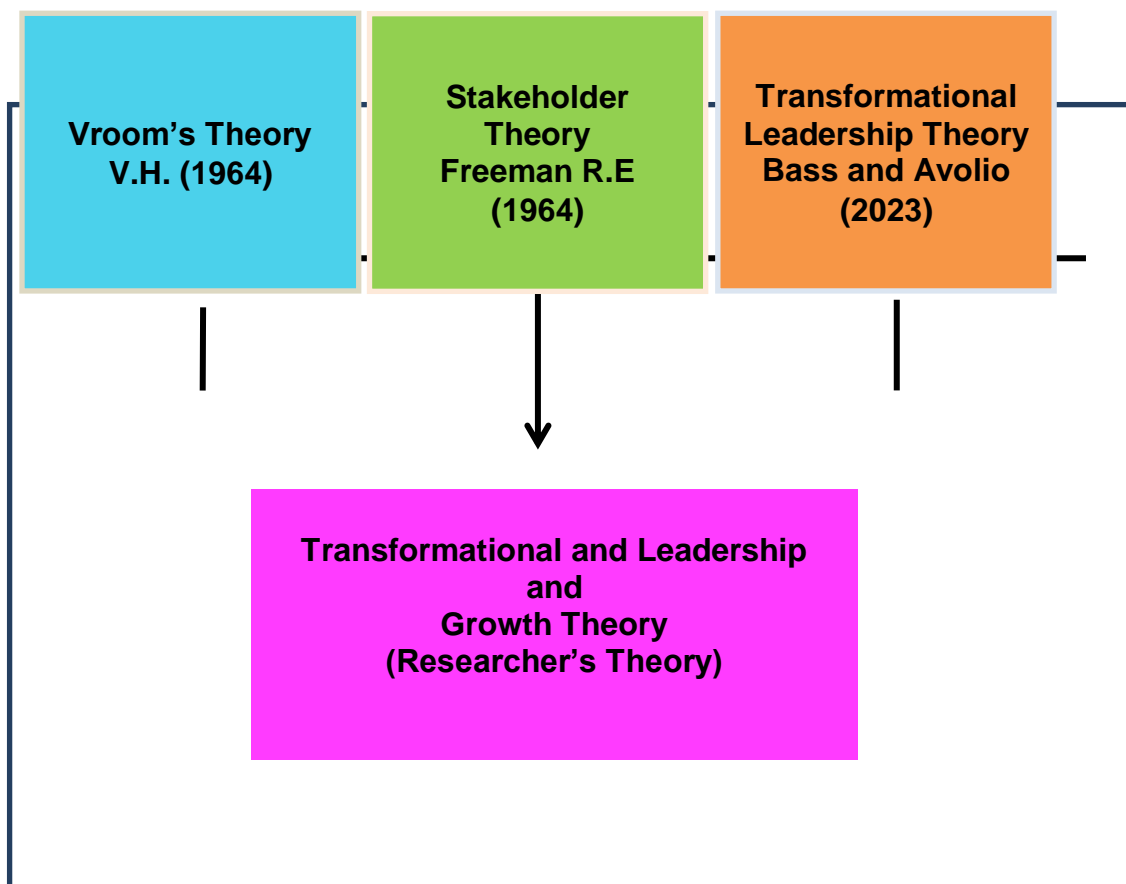

Figure 1. Theoretical Paradigm

Objectives Of the Study

This study focuses on the impact of transformational leadership on the growth of community colleges in Albay, with specific objectives aimed at understanding the current state of these institutions, exploring the leadership competencies and traits of the respondents, and identifying the characteristics of transformational leadership within the province. (1) The study seeks to determine the number of schools per district, the number of enrollees, and the variety of programs offered in community colleges in Albay. (2) It explores the leadership

competencies of the respondents in three areas: operational, analytical, and human relations leadership competencies, as well as their leadership traits, including intelligence quotient (IQLT) and emotional quotient

(EQLT). (3) The study identifies the key characteristics of transformational leadership in the three districts of Albay. (4) Lastly, it aims to develop recommendations for promoting transformational leadership and enhancing the growth of community colleges in the province.

METHODOLOGY

Research Design

In order to determine the Transformational Leadership and Growth of Community Colleges in Albay, the descriptive method will be used by the researchers.

The Research Design used in this study is Quantitative Method. According to Shona McCombes in (2019) Quantitative research approach, systematically collecting numerical data and utilizing statistical analysis to identify patterns, relationships, and trends. The research uses methods such as surveys, experiments, and secondary data analysis to examine correlations. Specifically, the study on Transformational Leadership and the Growth of Community Colleges in Albay is structured to address the first three research objectives using quantitative data analysis.

Research Site

The research was conducted in Albay province, which is divided into three districts. The first district consists of four local colleges, the second district has three local colleges, and the third district is home to four local colleges. The study primarily gathered data from the school administrators of higher education institutions in all three districts of Albay. Additionally, the Municipal Mayors and the Committee on Education from each district also participated as key respondents in the research. In total, the study involved 33 respondents, with 12 from the first district, 9 from the second district, and 12 from the third district. The breakdown of respondents includes 11 school administrators, 11 Municipal Mayors, and 11 members of the Committee on Education across the three districts.

Instrumentation

The study utilized a self-designed instrument, with its indicators validated by four experts from various community colleges in Albay to ensure both accuracy and relevance. The survey questionnaire was structured into three sections, each addressing specific objectives of the research. The experts, all of whom had significant expertise in community college education, thoroughly reviewed the questionnaire and offered valuable feedback to enhance its effectiveness. The three experts who awarded the highest ratings (a score of 6) played a crucial role in refining the instrument. Data collection was conducted using printed surveys, and responses were gathered through in-person interviews with school administrators, Committee on Education members, and 11 mayors in Albay. This approach facilitated direct interaction and a deeper understanding of the participants' perspectives. All gathered information was treated with strict confidentiality.

Data Collection

The researcher acquired a list of Local Colleges and Universities (LUCs) in the Province of Albay. Subsequently, communication letters were sent to the identified higher education institutions for data collection, with the researcher ensuring that each letter was acknowledged with a signature upon receipt. The researcher personally delivered the communication letters and survey instruments to the 11 community colleges in Albay. Interviews were conducted on the same day the letters were received, provided the respondents were available. After completing the interviews and collecting the data, photographs of the respondents were taken for documentation purposes.

RESULT AND DISCUSSION

Table 1 No. of Schools, Enrollees and Programs Offering in Community Colleges per District in Albay

No. of Schools	Name of Higher Education	No. of Enrollees	No. of Programs Offering
District 1			
1	Community College A	3,403	8
2	Community College B	350	1
3	Community College C	8,558	12
4	Community College D	240	1
District 2			
1	Community College E	8,236	5
2	Community College F	765	5
3	Community College G	2,673	2
District 3			
1	Community College H	3,581	5
2	Community College I	2,871	4
3	Community College J	4,145	12
4	Community College K	2,681	5

Table 1 reveals notable disparities in educational resources among Albay's three districts, with Districts 1 and 3 each hosting four community colleges compared to District 2's three. District 3 leads in both enrollment (13,278 students) and academic program offerings (26), suggesting a more robust and diverse educational infrastructure, possibly driven by higher demand or population density. District 1 follows closely in terms of enrollment (12,551) and programs (22), while District 2 lags behind with 11,674 enrollees and only 12 programs, potentially limiting local academic options. These differences highlight the need for balanced educational development across districts. Administratively, effective leadership across the districts is characterized by strong governance, resource management, strategic decision-making, and collaborative efforts to support sustainable community growth.

Table 2. A. a Summary of Operational Leadership Competencies of Administrator of Three (3) Districts of Albay

Indicators	District 1		District 2		District 3		AWM	AI
	TWM	AI	TWM	AI	TWM	AI		
1. Streamlining workflows to improve productivity and reduce waste.	3.58	SA	3.78	SA	3.33	A	3.56	SA
2. Managing resources effectively to meet goals and minimize costs.	3.42	A	3.67	SA	3.50	SA	3.53	SA
3. Planning, executing, and monitoring projects for success.	3.50	SA	3.67	SA	3.58	SA	3.5	SA
4. Assessing data, identifying trends, and optimizing operations.	3.58	SA	3.67	SA	3.50	SA	3.58	SA

5. Ensuring standards compliance and continuously improving quality.	3.50	SA	3.89	SA	3.58	SA	3.66	SA
6. Identifying and mitigating operational risks for smooth operations.	3.50	SA	3.67	SA	3.67	SA	3.61	SA
7. Managing budgets, reducing costs, and aligning expenditures.	3.67	SA	3.67	SA	3.42	A	3.59	SA
8. Adhering to laws, regulations, and industry standards.	3.58	SA	3.67	SA	3.58	SA	3.61	SA
9. Setting KPIs, tracking performance, and driving improvements.	3.58	SA	3.45	A	3.58	SA	3.54	SA
10. Prioritizing tasks, managing schedules, and optimizing resources.	3.33	A	3.67	SA	3.58	SA	3.57	SA
Average Weighted Mean	**3.52**	**SA**	**3.68**	**SA**	**3.53**	**SA**	**3.58**	**SA**

Legend: 4-3.50-4.49 – Strongly Agree, 3-2.50-3.49 – Agree, 2- 1.50-2.49 – Disagree, 1-.50-1.49 – Strongly Disagree

Table 2.A highlights the strong operational leadership competencies across Albay's three districts, with all indicators rated within the "Strongly Agree" range, reflecting high effectiveness in leadership practices. The top-rated competency was ensuring compliance with standards and continuous quality improvement (3.66), followed by risk management and legal compliance (3.61), showcasing strengths in maintaining operational stability. Other key areas such as budget management, data-driven decision-making, and task prioritization also scored highly. District 2 led with the highest overall mean (3.68), suggesting slightly stronger leadership performance compared to Districts 3 (3.59) and 1 (3.52). These results align with prior studies emphasizing the importance of compliance, resource management, and critical thinking in leadership. While KPIs were recognized as useful tools, caution was advised regarding their potential to create individual competition over team collaboration. Overall, the findings point to a strong leadership culture in Albay, offering a solid foundation for continuous improvement and future development.

Table 2. A. b Summary of Analytical Leadership Competencies of Administrator of Three (3) Districts of Albay

Indicators	District 1		District 2		District 3		AWM	AI
	TWM	AI	TWM	AI	TWM	AI		
1. Evaluate information, challenge assumptions, assess perspectives, decide.	3.42	A	3.33	A	3.75	SA	3.50	SA
2. Identify issues, analyze causes, implement efficient solutions.	3.50	SA	3.45	A	3.58	SA	3.51	SA
3. Gather, interpret, and use data for decisions.	3.50	SA	3.78	SA	3.67	SA	3.65	SA
4. Understand interactions for holistic decision-making and planning.	3.83	SA	3.55	SA	3.42	A	3.60	SA
5. Predict trends, assess risks, align strategies, prepare.	3.58	SA	3.67	SA	3.33	A	3.53	SA

Indicators							
6. Reviewing information to identify errors and improvements.	3.58	SA	3.67	SA	3.42	A	3.56	SA
7. Evaluating risks and implementing mitigation strategies.	3.50	SA	3.67	SA	3.50	SA	3.55	SA
8. Generating new ideas by analyzing and exploring.	3.67	SA	3.78	SA	3.42	A	3.62	SA
9. Making choices with limited information through analysis.	3.42	A	3.45	A	3.58	SA	3.48	A
10. Collecting information to understand issues and opportunities.	3.58	SA	3.78	SA	3.50	SA	3.62	SA
Average Weighted Mean	**3.56**	**SA**	**3.61**	**SA**	**3.52**	**SA**	**3.56**	**SA**

Legend: 4-3.50-4.49 – Strongly Agree, 3-2.50-3.49 – Agree, 2- 1.50-2.49 – Disagree, 1-.50-1.49 – Strongly Disagree

Table 2.A.b presents a detailed summary of analytical leadership competencies among administrators in Albay's three districts, revealing a strong overall performance with most indicators falling within the "Strongly Agree" range. The highest-rated competency was the ability to gather, interpret, and use data effectively (3.65), followed closely by generating innovative ideas and collecting relevant information (3.62), suggesting that administrators are well-equipped for data-driven and creative decision-making. Competencies such as understanding organizational systems (3.60), critical review of information (3.56), and evaluating risks (3.55) also scored highly, indicating a well-rounded and strategic approach to leadership. However, the ability to make sound decisions with incomplete information scored slightly lower at 3.48 ("Agree"), highlighting an area for growth. The findings align with studies by Jr. et al. (2019), Sebuyana (2024), Espiritu Jr. (2021), Isla (2021), Brill (2019), and Cuision (2024), all of which emphasize the role of analytical thinking, risk evaluation, innovation, and strategic foresight in effective school leadership. These insights underscore the importance of targeted professional development to enhance decision-making under uncertainty and support continuous improvement across institutions.

Table 2. A. c Summary of Human Relation Leadership Competencies of Administrator of Three (3) Districts of Albay

Indicators	District 1		District 2		District 3		AWM	AI
	TWM	AI	TWM	AI	TWM	AI		
1. Manage emotions, empathize, and build rapport.	3.58	SA	3.55	SA	3.67	SA	3.60	SA
2. Communicate clearly, listen actively, adapt styles.	3.67	SA	3.55	SA	3.58	SA	3.60	SA
3. Understand and value others' feelings and perspectives.	3.58	SA	3.67	SA	3.50	SA	3.58	SA
4. Mediate disputes, resolve disagreements, maintain positivity.	3.58	SA	3.33	A	3.67	SA	3.53	SA
5. Foster teamwork, collaboration, and a supportive environment.	3.58	SA	3.45	A	3.50	SA	3.51	SA
6. Inspire and motivate others towards common goals.	3.42	A	3.55	SA	3.33	A	3.43	A

7. Respect diverse backgrounds for an inclusive workplace.	3.58	SA	3.67	SA	3.58	SA	3.61	SA
8. Support professional development through guidance and feedback.	3.50	SA	3.67	SA	3.50	SA	3.56	SA
9. Demonstrate integrity, reliability, and transparency.	3.75	SA	3.78	SA	3.67	SA	3.73	SA
10. Appreciate contributions to boost morale and belonging.	3.58	SA	3.78	SA	3.58	SA	3.65	SA
Ave	**3.58**	**SA**	**3.60**	**SA**	**3.56**	**SA**	**3.58**	**SA**

Legend: 4-3.50-4.49 – Strongly Agree, 3-2.50-3.49 – Agree, 2- 1.50-2.49 – Disagree, 1-.50-1.49 – Strongly Disagree

Table 2.A.c summarizes the human relations leadership competencies across Albay's three districts, revealing high overall effectiveness, with most indicators falling within the "Strongly Agree" range. The top-rated competency—demonstrating integrity, reliability, and transparency—scored 3.73, highlighting its critical role in building trust and stakeholder confidence. Other high scores were attributed to showing appreciation (3.65), promoting inclusivity (3.61), emotional intelligence (3.60), and empathetic communication (3.58), indicating that leaders are fostering a positive, respectful, and emotionally intelligent work environment. Supporting professional development (3.56), conflict mediation (3.53), and encouraging teamwork (3.51) also showed strong agreement, while inspiring and motivating others scored slightly lower (3.43), suggesting an area for further growth. The findings are supported by various studies (e.g., Jr. et al., 2019; Salva, 2021; Acera & Tan, 2023) that emphasize the importance of empathy, communication, inclusivity, and emotional awareness in leadership. However, cautionary insights from Vasquez (2024) and Awodiji (2020) stress that excessive emotional involvement or over-personalizing relationships may compromise authority and professionalism, potentially hindering effective collaboration. Overall, the study underscores that while human relations competencies are strong in Albay, balanced and professionally applied emotional intelligence remains essential for sustainable, impactful leadership.

Table 2. B. a Summary of Intelligence Quotient (IQ) Leadership Traits of Administrator in the Three Districts of Albay

Indicators	District 1		District 2		District 3		AWM	AI
	TWM	AI	TWM	AI	TWM	AI		
1. Break down complex info, extract valuable insights.	3.42	VS	3.45	VS	3.42	VS	3.43	VS
2. Apply logic to identify issues and solutions.	3.67	E	3.67	E	3.50	E	3.61	E
3. Anticipate trends, evaluate impacts, set goals.	3.50	E	3.45	VS	3.33	VS	3.43	VS
4. Adapt quickly, acquire new skills in change.	3.67	E	3.55	E	3.58	E	3.60	E
5. Make data-driven decisions under pressure.	3.42	VS	3.55	E	3.67	E	3.55	E
6. Approach complex situations with structured thinking.	3.50	E	3.67	E	3.25	VS	3.47	VS

7. Use knowledge creatively to support innovation.	3.58	E	3.55	E	3.33	VS	3.49	VS
8. Analyze information for accuracy and precision.	3.67	E	3.78	E	3.17	VS	3.54	E
9. Evaluate without bias for balanced decisions.	3.42	VS	3.78	E	3.58	E	3.59	E
10. Retain and recall info for effective decisions.	3.50	E	3.78	E	3.75	E	3.68	E
Average Weighted Mean	**3.50**	**E**	**3.62**	**E**	**3.46**	**VS**	**3.53**	**E**

Legend: 4-3.50-4.49 – Excellent, 3-2.50-3.49 – Very Satisfactory, 2- 1.50-2.49 – Satisfactory, 1-.50-1.49 – Fair

Table 2.B.a presents the summary of Intelligence Quotient (IQ) leadership traits among administrators in Albay's three districts, with an overall average weighted mean of 3.53, categorized as "Effective." The highest-rated trait—retaining and recalling important information (3.68)—emphasizes administrators' strength in decision-making and communication, followed by logical problem-solving (3.61) and adaptability to new information and challenges (3.60). Other competencies such as impartial evaluation, data-driven decisions, and accuracy also scored within the "Effective" range, while traits related to innovation, systematic thinking, and long-term forecasting fell slightly lower, within the "Very Satisfactory" range (3.43–3.49), indicating areas for improvement. District 2 recorded the highest scores, suggesting potential best practices that could be shared across the province. These findings reflect that Albay's educational leaders are generally capable of managing complex situations and making informed decisions, though further development in innovation and structured thinking could elevate leadership impact. Supporting literature (Villagonzalo, 2019; Mahmu et al., 2022; Antonakis et al., 2019) affirms that strong cognitive abilities are foundational to effective leadership, especially in dynamic environments. However, Akimas (2024) cautions that reliance on IQ alone can hinder trust and collaboration if not balanced with emotional intelligence. Thus, while Albay's administrators demonstrate solid intellectual leadership, integrating emotional intelligence is key to fostering trust, communication, and cohesive teamwork.

Table 2. B. b Summary of Emotional Quotient (IQ) Leadership Traits of Administratorin the Three Districts of Albay

Indicators	District 1		District 2		District 3		AWM	AI
	TWM	AI	TWM	AI	TWM	AI		
1. Understand emotions and impact for authentic leadership.	3.67	E	3.78	E	3.33	VS	3.59	E
2. Control reactions, stay composed under pressure.	3.67	E	3.78	E	3.50	E	3.65	E
3. Value others' feelings to build trust.	3.67	E	3.55	E	3.42	VS	3.55	E
4. Be aware of team dynamics and culture.	3.58	E	3.67	E	3.75	E	3.67	E
5. Foster positive relationships, resolve conflicts, encourage teamwork.	3.67	E	3.67	E	3.17	VS	3.50	E
6. Inspire others by supporting growth and achievements.	3.50	E	3.55	E	3.17	VS	3.41	VS

7. Adapt positively to challenges and setbacks.	3.58	E	3.67	E	3.33	VS	3.53	E
8. Engage thoughtfully to strengthen rapport and clarity.	3.33	VS	3.67	E	3.42	VS	3.47	VS
9. Demonstrate honesty and integrity to build credibility.	3.67	E	3.45	VS	3.67	E	3.60	E
10. Maintain positivity and motivate resilience during difficulties.	3.58	E	3.45	VS	3.25	VS	3.43	VS
Average Weighted Mean	**3.59**	**E**	**3.62**	**E**	**3.40**	**VS**	**3.54**	**E**

Legend: 4-3.50-4.49 – Excellent, 3-2.50-3.49 – Very Satisfactory, 2- 1.50-2.49 – Satisfactory, 1-.50-1.49 – Fair

Table 2.B.b summarizes the Emotional Quotient (EQ) leadership traits of administrators across Albay's three districts, with an overall average weighted mean of 3.54, classified as "Effective." Most indicators demonstrated strong emotional intelligence, with the highest-rated trait being sensitivity to group dynamics and cultural awareness (3.67), followed by impulse control under pressure (3.65), and honesty and integrity (3.60), all of which support trust-building and team harmony. Other highly rated competencies include self-awareness, empathy, adaptability, and conflict resolution. However, three indicators—engaging with others (3.47), maintaining positivity during difficult times (3.43), and inspiring others through motivation and support (3.41)—fell within the "Very Satisfactory" range, pointing to opportunities for targeted improvement. The second district ranked highest, followed by the first and third, echoing patterns observed in IQ-related leadership traits. These findings suggest that while Albay's school administrators demonstrate strong emotional intelligence, refining their ability to inspire and maintain team morale could enhance their leadership effectiveness. Supporting literature (Ramlah et al., 2023; Tria Pertiwi & Anton, 2021; Adibah, 2020; Fianko et al., 2020) reinforces that emotional intelligence plays a crucial role in relationship building, team engagement, and effective communication. However, scholars like Mahmu et al. (2022) and Conway (2024) caution that EQ must be balanced with IQ to avoid overly personal leadership approaches. Ultimately, striking a balance between empathy and objective reasoning ensures administrators can lead both compassionately and effectively, fostering productive, cohesive school environments.

Table 3 Summary in the Characteristic of Transformational Leadership of Administrator in the Three District of Albay Characteristics of Transformational Leadership

Indicators	District 1		District 2		District 3		AWM	AI
	TWM	AI	TWM	AI	TWM	AI		
1. Communicates a compelling vision to inspire goals.	3.58	SA	3.55	SA	3.50	SA	3.54	SA
2. Supports team members' unique needs with encouragement.	3.50	SA	3.45	A	3.50	SA	3.48	A
3. Promotes creativity by challenging assumptions and thinking.	3.67	SA	3.55	SA	3.42	A	3.55	SA
4. Acts with integrity, serving as a role model.	3.50	SA	3.45	A	3.50	SA	3.48	A
5. Invests in team growth and advancement opportunities.	3.58	SA	3.45	A	3.42	A	3.48	A
6. Delegates tasks, trusting team to	3.50	S	3.33	A	3.58	SA	3.47	A

achieve standards.		A					
7. Inspires others with a clear, long-term vision.	3.58	SA	3.45	A	3.58	SA	3.54	SA
8. Fosters trust, openness, and respect in the workplace.	3.83	SA	3.45	A	3.58	SA	3.62	SA
9. Encourages unity, collaboration, and shared purpose.	3.42	A	3.55	SA	3.50	SA	3.49	A
10. Sets high standards, motivating the team to excel.	3.67	SA	3.33	A	3.50	SA	3.50	SA
Average Weighted Mean	**3.58**	**SA**	**3.456**	**A**	**3.515**	**SA**	**3.52**	**SA**

Table 3 highlights the transformational leadership characteristics of administrators across Albay's three districts, revealing that Districts 1 and 3 exhibit stronger leadership traits than District 2. District 1 leads with high scores in communicating a compelling vision (3.58), fostering trust and respect (3.83), and encouraging innovation (3.67), indicating a leadership style that effectively motivates teams and cultivates a positive, growth-oriented environment. District 3 also demonstrates solid transformational leadership, particularly in long-term visioning, delegation, and trust-building (all at 3.58), though it slightly lags behind District 1 in areas like innovation and personal growth (3.42). District 2, while still competent, recorded lower scores in creativity (3.42), growth investment (3.45), and performance standards (3.33), suggesting a need for greater emphasis on motivation, critical thinking, and high expectations. Overall, the findings suggest that Districts 1 and 3 are more consistent in empowering and inspiring their teams, whereas District 2 may benefit from leadership development focused on innovation and performance enhancement.

CONCLUSION

The analysis of the three districts in Albay highlights several key findings regarding their educational infrastructure, leadership competencies, and transformational leadership traits. District 3 stands out for excelling in areas such as enrollment and program offerings, indicating a more developed educational system compared to Districts 1 and 2. While District 1 follows closely behind with strong performance in enrollees and program variety, District 2 lags with fewer enrollees and program offerings, alongside having the least number of community colleges. Despite this, District 2 maintains an essential role within the education system.

In terms of operational leadership competencies, all districts demonstrated strong performance, with District 2 leading in average scores, excelling in budget management, adherence to standards, and data-driven decision-making. However, District 1 could benefit from strategies to improve its operational leadership to match District 2's effectiveness. Regarding analytical leadership, administrators across all districts showed strong data interpretation and decision-making abilities. However, the ability to make decisions with incomplete information was identified as a key area for development, emphasizing the need for further professional development in these areas.

Human relations leadership competencies were also analyzed, revealing that administrators excel in building trust through integrity, reliability, and transparency. Despite these strengths, there is room for improvement in inspiring and motivating teams, with a focus on balancing emotional intelligence with effective leadership authority. Administrators in District 2 particularly excelled in these areas, with the highest score for emotional intelligence, while District 3 showed room for growth.

The leadership traits related to intelligence (IQ) and emotional intelligence (EQ) were evaluated, with administrators performing at an effective level across both domains. District 2 again led in both IQ and EQ scores, particularly excelling in understanding group dynamics and decision-making. However, areas such as engaging with others and staying positive under pressure were identified as opportunities for improvement in all districts, especially in District 3, which scored the lowest in EQ.

Lastly, when analyzing transformational leadership characteristics, Districts 1 and 3 emerged as stronger performers, particularly in communication, trust-building, and empowering teams. District 1's exceptional performance in creating a compelling vision and fostering respect and openness sets a strong example. In contrast, District 2, while effective, showed weaker performance in areas such as creativity, team growth, and performance standards, which could be areas for improvement to further enhance its transformational leadership approach. Overall, Districts 1 and 3 lead in motivating and empowering their teams, while District 2 could benefit from a greater focus on innovation and developing high-performance cultures.

Translation Research

The study's findings will provide crucial insights and guidance to Higher Education Institution Administrators, Municipal Mayors, and the Committee on Education. The growth and development of community colleges in Albay require dynamic leadership that prioritizes institutional goals while adapting to the evolving educational and workforce needs of the region. The Five Pillars of Leadership Framework offers a comprehensive approach, equipping these colleges with the tools to navigate challenges and achieve long-term success.

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