

CORRELATES OF SUCCESSFUL TRANSFORMATIONAL EDUCATIONAL LEADERSHIP

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ABSTRACT

This study investigated the correlates of successful transformational educational leadership through the views and lived experiences of the participants from Talisay City National High School, Cebu, Philippines consisting of two (2) administrative, two (2) non-teaching and nine (9) teaching personnel following a qualitative descriptive phenomenological method utilizing Colaizzi's (1978) seven steps of data analysis. As supported by the data extracts of the study, four themes (4) are figured out, to wit: "lead to change," "harmony amidst diversity," "profession as passion" and "lead by example". As revealed, commitment, intra and interrelationship and leader's influence (lead to change and lead by example) greatly affect the success of transformational educational leadership while financial (profession as passion) aspect revealed to be the least among the five.

Keywords: transformational leadership; educational leadership; Talisay City National High School; qualitative descriptive phenomenological; Colaizzi

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1. INTRODUCTION

1.1. Transformational Leadership

Among the four leadership approaches, transformational leadership is the most challenging. Thought it may have been the most promising leadership type, attaining such and becoming one is no piece of a cake. It involves factors for it become successful, the so-called its correlates. This form of leadership emphasizes the need for the teams to identify the needed change thus leading into the creation of a vision which ultimately guide the change through inspiration and therefore executing the change with committed members of the group to be in tandem with each other [1].

The type of leaders it requires are those that lead each member of the team to create a mindset that will help everyone attain their highest potential, thus no one should be left behind. For one to become a transformative leader, he or she needs to cease leading guided with “I can do it” attitude instated stressing on “we can do it” and to where it is really important to “you can do it” [2]. This form of leadership is also called leadership by support system because as a transformative leader, he or she must be able to designate the responsibilities of the team and slowly letting them lead with themselves at the same time supporting them to do the necessary task.

As a transformative leader, he or she should be acquainted with the four (4) components in this context of leadership. This involves intellectual stimulation, individual consideration, idealized influence and inspirational motivation [3]. Intellectual stimulation emphasizes the need for the leader to be intellectually motivating which means that he or she needs to integrate thought-stimulating activities or responsibility for each member to feel the challenge and the sense of responsibility. By doing so, the leader must also be good in individual consideration of each member so that the task to be given to a specific member is appropriate to his or her capacity and capability.

In addition, idealized influence refers to the leader’s well-planned goals and objectives for not just the welfare of the organization but of each member as well. They should be gearing towards the same goal and this can only be possible if the influence of the leader is strong enough to be idealized by everyone. Lastly, inspirational motivation works well if the leader

has inspired one's subordinates to be both intrinsically and extrinsically inspired and motivated in achieving the desired outcomes, personally and professionally.

This type of a leader is what the industry 4.0 is looking for. It is that someone who is able to carry everyone in the organization to success and by considering each one as a vital member in the decision-making process as transpired in one of its principles, decentralized decision making. Thus, within the context of transformational leadership as previously provided, this paper deals on the correlates of successful transformational leadership in the field of education specifically on aspects financial, commitment, intra and interrelationship, instruction and leader's influence.

Believing that there is a radical need to examine how successful transformational leadership is transpired in a local setting particularly in education, the researchers decided to conduct a study in Talisay City National High School among the leaders who belong in the administrative, teaching and non-teaching faculty. It had been decided that three different groups of informants were included in order to have at least wider scope and representation of leadership in the area of education. It is through this paper that their varying views and lived experiences when it comes to successful transformational leadership in their own field or station were investigated.

1.2 Literature Review

Being able to utilize transformational leadership is one of the greatest challenges of the leaders. This challenge had interested most scholars and researchers particularly those in the field of business. In this present time, this leadership approach is not anymore solely integrated in a business for it has now been used in the field of education.

As mentioned, there are few studies that have explored on the pondering factors such as the qualities of the relationship that impart how transformational leadership has effects on team members' job contentment and accomplishment [4]. Furthermore, how transformational leadership affects the attainment of the results within international project team and active work environments and had insisted that transformational leadership suitability varies according to context and that there is a need for additional empirical work on the relationship between transformational leadership and team outcomes has also been investigated [5].

On the same end, there are several aspects of which transformational leadership encompasses. These are emphasized positive followers' development, and intrinsic motivation, raised moral standards awareness, highlighted important priorities, fostered followers' higher moral maturity, created ethical climate with shared values and high ethical standards, promoted cooperation and harmony, provided individual mentoring and coaching for followers and allowed freedom of choice [6]. These features are aligned with Industry 4.0 principles particularly in decentralized decision making where everyone in the organization is considered to be active participants in achieving the sustainable goals, not just mere passive.

As Johnson (2018) mentioned, it is with a transformative leader that a higher level of personal needs, such self-esteem, competence, self-fulfillment and self-actualisation of the individual are always sought to be addressed which will, in the long term, would be looking at changing the very nature of the groups or departments these transformative leaders would be guiding [7].

Thus, the success of transformational leadership is manifested through enhanced motivation, morale and job performance of the members or followers in the organization through various effective and efficient mechanisms [8]. In generalization, these activities that affect the success of a transformational and transformative leader include the working environment with established follower's sense of identity, sense of self to a project and to the organization's collective identity, apart from being the followers' role model who serves to inspire them to do better in their work and achieve sense of belongingness and responsibility.

With that, transformational leaders are not entirely focused on achieving the best results for the organization but put emphasis on caring the followers and members of the organization to achieve their fullest potential especially on the aspects of personal needs and development. Leaders, as well as the members of the organization have their own personal and professional needs that can only be addressed if transformational leadership is successfully integrated in the filed and translated even to the last member of the organization.

In the field of education, there are advantages when integrating this form of leadership in education [9]. As believed, this leadership style encourages differences, fosters participation in school decision-making, emphasizes authenticity, communication, and morals, allows

students to practice autonomy and make decisions themselves. With these, it is safe to conclude that each person in an institution is valued, accepted and respected. Allowing students to share their viewpoints to the teachers and giving teachers the opportunity to voice out their concerns and insights to the administration promote open communication which generally impacts the overall understanding between and among these individuals.

All these related literatures are in unison in concluding that there are aspects or factors to be considered for a successful transformational leadership. These factors were investigated in this present academic undertaking with focus on education that has slowly shifted from transactional leadership into transformational leadership as the newest approach in response to Industry 4.0, more so HE 4.0.

The factors and characteristics that were explicated above were adapted in this investigation through specifying the correlates deemed radical for the success of transformational leadership. These were viewed through the lenses of the chosen individuals' lived experiences.

With that, this study aimed to investigate the views and lived experiences of the thirteen (13) informants from Talisay City National High School on the correlates of successful transformational leadership.

Specifically, it sought to examine the following: How is successful transformational leadership affected by its correlates in terms of: 1. a) financial, b) commitment, c) intra-inter relationship, d) instruction and e) leader's influence; and 2. among a) school leader, b) teaching staff and c) non-teaching staff?

2. RESEARCH METHODOLOGY

This research employed a qualitative descriptive phenomenological method. It utilized the participants' views and lived experiences to build concepts and themes through face to face interview supported with recording. There is a repeated data gathering and analysis to achieve data saturation as well as validation of the themes by the informants to answer the provided research objectives.

The research informants were the thirteen (13) personnel of Talisay City National High

School of which two (2) were administrative (year level leaders), two (2) were non-teaching (Guidance Counsellor and ADAS, and nine (9) teaching (Grade 10 Advisers) with varying age and working experience as shown below:

Table 1. Profile of the Informants

	f	P
Administrative (Year Leader)	2	15.38%
Non-Teaching (Guidance Counsellor and ADAS)	2	15.38%
Teaching	9	69.24%
N	13	100%

Each of them was thoroughly informed about the purpose of the research and they were instructed to sign the informed consent. Furthermore, confidentiality and anonymity were maintained through using codes instead of their real names.

The research utilized open-ended or unstructured interview which sought to explore the views and lived experiences on the correlates of successful transformational leadership. Each interview lasted for about 5 minutes and was recorded using voice recorder from a smart phone. After the interview, word by word transcription was made in order to really establish codes, categories and concepts which were used in coming up with themes. Thematic analysis then commenced afterwards.

The whole research followed the four (4) steps of descriptive phenomenology such as bracketing, intuiting, analyzing and describing. In doing the data analysis, the following as suggested by Colaizzi (1978) were followed: (1) reading protocols and making sense out of them, (2) extracting significant statements (SS), spelling out significant statements to formulated meanings (FM), (4) repeating each protocol and organizing the FMs into themes, (5-6) integrating the results and exhaustive description and (7) validating of findings.

3. RESULTS AND DISCUSSION

After thorough exploration and analysis on the narrative responses of the informants, four themes were established that capsule the correlates of successful transformational

leadership. Each of these themes was categorically constructed based on the responses given and is discussed and is supported by the data extracts taken from the interview. These themes are presented in Table 2 below:

Table 2. Correlates of Transformational Leadership

Sample Vignettes	Codes
<i>Theme: Lead to change</i>	
<p>“Transformational leadership is the power or ability to lead in changing something in a good way”. (2)</p> <p>“Transformational leadership is the ability to encourage other people, provides support and recognition, inspire(s) people to reach for the impossible in a mode of integrity and fairness”. (3)</p>	<ul style="list-style-type: none"> • ability to lead • changing something • ability to encourage
<i>Theme: Harmony amidst diversity</i>	
<p>“A healthy relationship can give the employee the most joy and satisfaction. It can give a sense of fulfilment, meaning and purpose.” (2)</p> <p>“Good inter and intra relationship should also be an important skill to be developed for a leader to succeed. Managing people of diverse personalities is difficult when a leader does not have a psychological skill on inter and intra relationship.” (12)</p>	<ul style="list-style-type: none"> • diversified personalities • healthy relationship • psychological skill
<i>Theme: Profession as passion</i>	
<p>“Money is not a problem in pushing your ideas.” (6)</p> <p>“It cannot affect... because if you are innovative to find resources and ways to achieve goals.” (5)</p>	<ul style="list-style-type: none"> • money is not a problem • innovative • passionate and dedicated
<i>Theme: Leady by example</i>	
<p>“A good motivator, full of patience, a person that encourages someone to be better and an inspirational person.” (6)</p>	<ul style="list-style-type: none"> • leader is a motivator • inspirational person • in tandem with members

“A leader works with teams to identify needed change, creating a vision to guide the change through inspirations and executing the change in tandem with committed members of the group.” (8)

Theme 1: Lead to change

Transformational Leadership is creating a vision for the organization through inspiration and collaboration. It requires commitment in implementing the desired change. Of the 13 informants, nine of them described transformational leadership as inspiring and fueling positive change for the common good.

One of the informants stated:

“Transformational leadership is the power or ability to lead in changing something in a good way (Informant 2)”.

This means that living in a complex and ambiguous world, one needs to be flexible leader who can continue to the acceleration and responding to challenges. As Industry 4.0 is now fully on its fullest potential, transformative leaders are a necessity in an organization. They are beacons of changes as they should not just lead because that is their job but they lead because they want change.

Another informant added,

“Transformational leadership is the ability to encourage other people, provides support and recognition, inspire(s) people to reach for the impossible in a mode of integrity and fairness (Informant 3)”.

In order for an organization to be fully developed, leaders must be supportive and be able to complement the excellent performance of its members for sustainability. A good leader takes the pains to paint a vivid picture of the future that will inspire the team [10]. Thus, leading is not just about telling the members to do their job, but it is about making sure that change is clearly envisioned in the organization and this change should be geared towards sustainability. This confirmed the concept on intellectual stimulation and idealized influence of which the former specifies the need for innovation and creativity (as prime movers of change) while the latter necessitated the presence of a trusted role model type of a leader [11].

As shared by the informants, they considered transformational leaders as leaders who are capable of bringing and inspiring change within them, encouraging them as members of the organization to aspire for change while providing them the needed support when they venture on things that will impact the organization and most importantly giving recognition to whom it is due for. It means that the change must be positive, with emphasis on integrity in their work. As proposed, transformational leaders must have the ability to provoke their followers' beneficial behaviors like helping behaviors and better task performance [12]. This can be done by igniting their engagement in work as being modelled by the leaders themselves. In short, these leaders can only inspire their members to perform better if they themselves are also performing better. Thus, if they wish to see changes among their followers, their followers must first witness their leaders igniting changes within the organization

Theme 2: Harmony amidst diversity

Human beings can never live by themselves all alone. It is necessary for them to live in harmony with others despite all the differences that they have. They should work in unity regardless of the differences of their races, gender, culture, educational background, etc. This is definitely most common in the work environment where people come from various background. In the context of transformational leadership, having positive human relationship is a key for a leader to achieve the common goals of the organization and to lead into achieving the positive attributes of any person, more so the members of the organization. This is supported by the informants as they stated that:

Informant 2:

“A healthy relationship can give the employee the most joy and satisfaction. It can give a sense of fulfilment, meaning and purpose.”

Informant 5 added:

“... human relationship is very important in order to have understanding to achieve common goals. Feel the norms of outside relationship to ensure easy, peaceful and fast working relationship at the same time fast and easy outcome.”

Informant 12:

“Good inter and intra relationship should also be an important skill to be developed for a leader to succeed. Managing people of diverse personalities is difficult when a leader does not have a psychological skill on inter and intra relationship.”

This is supported by Schaefer who believed that leaders can lead if they understand the people they are leading [13]. An effective leader is the one who must be able to establish good relationship with others. He is the one who builds harmonious relationship for the success of his people: to achieve their goals and to help them grow as individuals. Similarly, it is contented the idea of individualized consideration which agrees this theme specifying the need for every leader to genuinely demonstrate concern for the strengths and weaknesses of the members, including their needs and feelings so that they may be given the opportunity to self-actualize along with others even if they are socially, ethnically and culturally different [14].

As shared in a university’s website, transformational leaders must be able to motivate their employees toward achieving a common vision that will ultimately foster each one’s sense of unity of not only among themselves but even to the entire organization [15]

This corroborates the idea of Kammerhoff, Lauenstein and Schütz who shared that transformational leadership style leads toward harmony [16]. This form of a leader has to bring each member together to a collective effort despite their differences. This can be done through emphasizing the shared goals among them. Martic agreed to the above idea as she emphasized that it is the role of transformational leader to promote cooperation and harmony as this will surely fuel the passion and energy of the followers towards cohesion [17]. After all, when increased harmony is present, increased performance may happen. Korejan and Shahbazi reiterated that in a transformational type of leadership, leaders consider each member to have varying needs, creativities and abilities. With these, leaders are expected to allocate time for training and guidance not only applicable to a few members in the organization but to everyone who is part of it [18].

In the context of educational leadership, the school head or school managers should see to it that each member of the organization has have understood the value of harmony despite their

varying backgrounds. There has to be an effective intra and interrelationship between and among each other. No one should be left out when it comes to communication. Open communication remains to be a vital component and that when faculty meeting is held, the school head must listen to all the diversified insights and views and see to it that these views are for the betterment of the school as a whole, regardless of the position, talent or ability of an individual.

Theme 3: Profession as passion

Profession and passion walk hand in hand. It is one's individual passion that leads to success in his or her profession [19]. Individuals who are driven to excel on their areas tend to work effectively and efficiently. As for the context of transformational leadership, the informants have mentioned on committing themselves towards working in achieving not just their vision, but the vision of the organization as a whole. Most of them shared their love for work that the factor particularly financial, is not an issue when it comes to being a transformational leader. Almost everyone said that financial aspect affected them least, as a transformational leader. Stated by the following informants:

“We can find ways and means on something for the betterment of the group (Informant 2); “Money is not a problem in pushing your ideas (Informant 6); “It cannot affect... because if you are innovative to find resources and ways to achieve goals (Informant 5). Informant 5 also added that “A transformational leader should be passionate and dedicated to his job”.

Inspirational motivation works well if the leader has inspired one's subordinates to be both intrinsically and extrinsically inspired and motivated in achieving the desired outcomes, personally and professionally [20]. It is then a sole responsibility of a leader to engage his subordinates and push them to their potential to be able to help achieve the goal. This is opined by Mart stating that teachers must be passionate, must work with enthusiasm, with dedication and commitment, and must value the importance of their job, and by that, they become successful in becoming a transformative leader they envisioned to become [21]. According to Ray, a leadership expert and a hall of fame speaker, there is fine line that

separate between a leader by title and a leader with passion. When you lead with passion, you lead the team to a success [22].

Even in context of educational leadership, passion is a radical element. When a leader or even a member considers one's work as a passion, he or she will most likely succeed. Loving one's work boosts one's productivity at the same time enhances performance [23]. Transformational educational leaders should inspire and motivate. Thus, school leaders should not only be passionate to their job but also to their followers, the teachers in this context.

Theme 4: Lead by example

A leader is designated to act as overseer in both the academic operation and instructional leadership and supervision of the school. He or she takes full responsibility and accountability to other stakeholders on the matter of learners' outcome and school performance. The challenges of Industry 4.0 have just put the Filipino school leader in the limelight of open-mindedness to adopt global changes offered by modern technology to elevate the performance of the entire school system. As a transformed and transformative leader, one must avail himself/herself of the advancement of technology introduced by Industry 4.0 to be able to cope with the challenges of the modern times.

A leader who lives by example must think and act globally in bringing improvement and development in his or her area of responsibility. A transformed leader must imbibe the value of positive attitude and has to be a role model by her or himself. As supported by the data extracts of the interview, transformational leadership's success is highly affected by both commitment and leader's influence. To note:

“A model who inspire”, (Informant 5). A good motivator, full of patience, a person that encourages someone to be better and an inspirational person”. (Informant 6).

“A leader works with teams to identify needed change, creating a vision to guide the change through inspirations and executing the change in tandem with committed members of the group. (Informant 8). “Inspires, motivates and directs the group to the desired goal.

This transformative leader possesses the qualities such as visionary, effective and efficient, determined, open-minded among others and these remain useless if it would not be applicable

to other members of the organization. This coincides with what Riggio said about idealized influence for he or she cannot successfully influence others if he or she is not a good example at all [24]. A leader has to be an effective role model who is philosophically driven by “walk the talk” and “not tell but show” principle in order to be trusted, believed and emulated.

As mentioned in Korejan and Shahbazi, this idealized influence can be best manifested through leader’s sacrifice of his or her personal interest, his action of respecting each one compounded with his showcase of not only power but also competence as well as pride and honor so they may also do the same with their co-workers [25]. Successful leaders are guided with the “We” and “Let’s Go principle and always show how things are done [26].

4. CONCLUSION

The findings revealed four themes in relation to the correlates of a successful transformational leadership such as “lead to change,” “harmony amidst diversity,” “profession as passion,” and “lead by example”. After the informants’ validation and confirmation of these themes, it has been concluded that these have generally capsulated the correlates of successful leadership specifically on commitment, intra-inter relationship, and leader’s influence with which financial is not generally a hindrance to its success.

Furthermore, it has been concluded that to be a successful transformational leader, both leader and member must be personally and professionally driven towards achieving the desired needs and development.

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