School Leadership In The 21st Century: A Grounded Theory

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ARTICLE INFO	ABSTRACT
	The advent of 21st century education and the emerging trends of the Fourth Industrial Revolution (FIRE) call for the education sector to develop new ways and means to improve the education system of the Philippines. Hence, the study aims to generate a theory relative to the characterization of the acclaimed 21st century public secondary school heads in the Province of Cebu, Philippines. This study utilized the Glaserian grounded theory design with 18 participants composed of teachers, students, and public school district supervisors. After thorough data collection and analysis, the study has generated a grounded theory explicating the seven attributes of school head who can successfully navigate the school operations and efficiently address the challenges in the 21st century environment. These attributes include the acquisition of a globally competitive mindset, being a lifelong learner, an effective communicator and collaborator, a sound and impartial decision maker, a dignified instructional leader, being strategic and resilient, and transformative. **Keywords:** 21st Century Education, Grounded Theory, Leadership Theory, School Heads

INTRODUCTION

The advent of 21st century education and the emerging trends of the Fourth Industrial Revolution (FIRE) call for the education sector to develop new ways and means to improve the education system of the Philippines. The Fourth Industrial Revolution (4IR) conceptualizes rapid change to technology, industries and societal patterns, and processes in the 21st century which prompted the education sector to adapt and come up with initiatives. The Philippine education system led by the Department of Education (DepEd) responds to the call and developed the Education 4.0. explicates the use of robotics, artificial intelligence, data analytics, the internet of things, augmented reality, virtual reality, flipped classrooms, inquiry-based instruction, and research-based instruction in the classrooms. With these, Kharbach (2024) characterized the 21st century teachers as technology savvy, collaborative, adaptive, lifelong learners, and advocates. Likewise, Churches (as cited by Borabo, 2012) averred that 21st century teachers are adaptive, visionary, learners, collaborative, models, leaders, communicators, and risk-takers. On the other hand, learners in this generation are considered to be effective communicators, global learners, critical thinkers, and socially responsible citizens (Kurshan, 2017).

However, characterizing the 21st century school heads is not yet studied at length where school heads play a very important role in the school and in the lives of the learners. Bilbao et al. (2008) stressed that school heads are the people who are responsible for the formulation of the schools' vision, philosophy, mission, and objectives. Further, they oversee the smooth transition of the learner from one grade level to another and they see to it that the curriculum is implemented vertically or horizontally with very minimal overlaps. Instead, there should be continuity, relevance, and balance, so that overall curriculum will produce a well-rounded person.

School heads are facing various challenges in schools such as elevating the academic competencies of the learners and addressing concerns brought about by the new normal. Academic competencies must be given

emphasis considering that the Philippines lag in the recently concluded Programme for International Student Assessment (PISA). The Department of Education (DepEd, 2019) in their National Report of the Philippines stressed that the 2018 PISA results revealed that the Philippines scores in Mathematics, Science, and Reading are all below the average of participating Organization for Economic Co-operation and Development (OECD) countries. In addition, the delivery of quality education has been challenged by the new normal in education. The new normal accelerated Philippine education to embrace technologization and digitalization. Daniel (2020) noted that many institutions had plans to make greater use of technology in teaching, but the outbreak of COVID-19 has meant that changes intended to occur over months or years had to be implemented in a few days. Hence, school heads in academic institutions are doing things to fit their curriculum aligned with the demands of the situation.

The kind of curricula the schools must offer and how these are implemented rely mostly on the school heads of the academic institutions. The implementation of the school curriculum and being accountable for higher learning outcomes is one of the mandates of the Republic Act 9155, also known as the Governing Act of Basic Education of 2001 for school heads. Moreover, the Department of Education (DepEd) recognizes the importance of professional standards in the continuing professional development and advancement of school heads based on the principles of career-long learning through DepEd Order no. 24, s. 2020. The DO stresses that school heads, as stewards of schools, play a crucial role in ensuring an enabling and supportive environment for effective teaching and learning. Further, the DO indicated the 5 domains of Philippine professional standards for school heads such as leading strategically, managing school operations and resources, focusing on teaching and learning, developing self and others, and building connections. These explicate that school heads are indeed a very significant component of 21st century education. With these, the researcher opts to generate a theory relative to the characterization of the acclaimed 21st century public secondary school heads.

This study provides the Department of Education with the basis for crafting policies and guidelines for hiring school heads in basic education. The theory that will be created will elucidate the concepts or characteristics of the school heads in 21st century education. In addition, the school heads will also benefit from this study for they will be guided on what are the characteristics that they should have for them to effectively manage and/or supervise the school. Lastly, the study is beneficial to the students who are currently taking up Doctor of Philosophy in Education specializing Research and Evaluation for this will serve as their guide on how grounded theory design is employed in generating a theory in a particular phenomenon.

METHOD

Design. This study employed a Glaserian grounded theory design. Grounded theory involves the progressive identification and integration of categories of meaning from data (Chun Tie et al., 2019). It is both the process of category identification and integration (as a method) and its product (as a theory). Grounded theory as method provides guidelines on how to identify categories, how to make links between categories, and how to establish relationships between them. In the current study, the design was used to generate a theory on the characteristics of the basic education 21st century school heads based on the ideals of the students, teachers, and supervisors.

No Preconception: The Dictum. The researchers commenced the data collection with sensitizing concepts as a basis for the opening questions with no preconceived ideas about the study domain. Bracketing was observed throughout the process until the generation of the theory.

All is Data. In applying the principle of "all is data", the researchers did not limit the generation of the theory to one method of data collection. Hence, interview transcripts, field notes, the researcher's observations, and reviewed documents were considered worthy data that will be incorporated into the budding theory.

Constant Comparative Analysis. The researchers did not just build up categories but also broke them down again into smaller units of meaning. In this way, the full complexity and diversity of the data were recognized, and the homogenized impulse was counteracted. In the process, the researchers dealt everything as data, as new data comes in, it will be compared with the previous theoretical codes that the researcher has made. The constructs and memos were revised depending on the data being added. Hence, the researchers contemplated and altered the emerging theory, and treated all as data that were constantly compared to the previous framework that was initially made. This process continued until data saturation had been reached.

In the study, the researchers constantly compared the codes generated from the participants' utterances of each group until the formed a tentative theory. There were three (3) tentative theories generated from the study. These tentative theories were comparatively analyzed to develop a grand theory.

Locale. The study was conducted in the school divisions of Cebu. Cebu is a province of the Philippines located in the Central Visayas region and consists of a main island and 167 surrounding islands and islets. Its capital is

Cebu City, the Queen City of the South, the oldest city and first capital of the Philippines, which is politically independent of the Provincial government.

The province is composed of ten (10) schools divisions such as the divisions of Cebu Province, Cebu City, Mandaue City, Lapu-Lapu City, Danao City, Talisay City, Toledo City, Bogo City, Carcar City, and Naga City. From the school divisions, the participants of the study were selected from the divisions of Cebu Province, Cebu City, Mandaue City, Lapulapu City, Talisay City, and Naga City.

Participants. The participants of this study were the 18 public school district supervisors (PSDS), teachers, and students from the six different schools divisions of Cebu province. Which, the 1st to 6th participants were students, the 7th to 12th were supervisors, and the 13th to 18th participants were teachers. These groups of participants were believed to provide data that were necessary for generating the desired theory.

The prospective participants were selected based on the inclusion criteria of the study. For the public school district supervisors: (a) they must have spent at least three years in the position; and (b) physically, mentally, and emotionally stable. For the public school teachers: (a) they must have spent at least three years in teaching; and (b) physically, mentally, and emotionally stable. For the students: (a) they must be at least intermediate level up to senior high school; (b) have parental consent; and (c) physically, mentally, and emotionally stable. Those prospective participants who did not have any of the mentioned criteria were automatically excluded to participate in the study. Further, participants' voluntary consent was acquired before their participation, and they were informed that they could withdraw their participation any time they wished to and/or withhold information.

Table 1. Distribution of Participants

Schools Division	PSDS	Teachers	Students
Cebu Province	1	1	1
Cebu City	1	1	1
Mandaue City	1	1	1
Lapu-Lapu City	1	1	1
Talisay City	1	1	1
Naga City	1	1	1
Total	6	6	6

Table 1 shows the distribution of the participants in relation to their school division. Hence, the participants of the study are taken from the six divisions of Cebu province and are composed of six public school district supervisors (PSDS), six teachers, and six students.

Sampling. The selection of participants commenced with purposive sampling. The researchers bracketed out "a priori" knowledge about the area of inquiry. Hence, the researchers qualifies that the first participant was a student who acquired all the inclusion criteria. The participant has good knowledge about the objective of the study. Upon the conceptualization of the first case, the investigation aimed to discover the complexities of the social process embedded in the interview data. Inconsistencies and vagueness of data allowed the researcher to search for other participants who filled the data gaps from the first conceptualization. Thus, theoretical sampling was used for the next recruitment of samples.
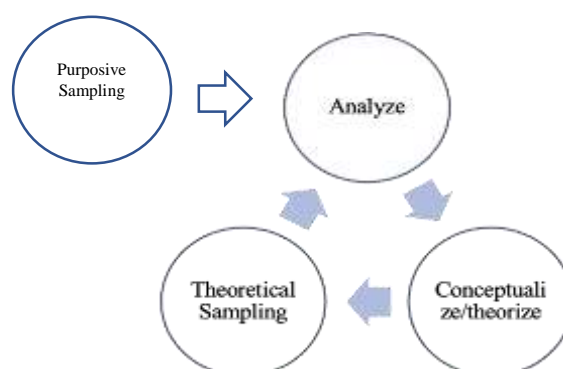

Figure 1. The Sampling Diagram

Theoretical sampling is concerned with the collection of further data in the tranquil of categories that have emerged from previous stages of data analysis. While the earlier phase of grounded theory requires the most openness and flexibility in identifying a huge range of predominantly descriptive categories, theoretical

sampling was used involved with the modification. The sampling was employed throughout the process until theoretical saturation had been reached.

Instrument. The researchers were the main "instrument" during the interview process. In addition, the researcher utilized an interview guide. The interview guide was constructed in English version which was suited to the participants' understanding. It has three parts: the preliminary questions, developmental questions, and wrap-up questions. The preliminary contains questions that made the participant comfortable with the interview. The developmental part consists of questions that are primarily crafted to answer the main objective of the study. Lastly, the wrap-up questions were provided to give the participants the chance to share their thoughts about the study which were not asked in the interview.

To ensure the veracity of the instrument, the researchers consulted three (3) experts in grounded theory research. They were asked to provide suggestions and comments for its improvement. The researchers complied with the suggestions and comments, and then presented it again to the experts for their approval.

Pre-Data Collection Phase. The data collection begins with asking permission from the Dean of the Graduate School to conduct the said study. Then, the approval from the Schools Division Superintendent was obtained. Afterward, the manuscript was submitted to the University of the Visayas-Research Ethics Committee (UV-REC) to make sure that all undertakings follow the principles of research ethics. As soon as the UV-REC provided the notice to proceed, the researcher then looked for the first participant. However, before the participation of the participant, an informed consent form was provided while the researcher explained the nature of the research study and his/her nature of commitment. Then, the researchers and the participant decided on the schedule of the one-on-one interview for the actual data collection. In addition, the participants were informed that the interview would only consume at most one hour of their available time.

Data Collection Phase. One of the researchers conducted the one-on-one interview with the participant using the interview guide. However, before the interview, the researcher introduced himself to the participants for him to establish rapport with the participant. The participants were informed about the purpose of the study and that the researcher would be using a recorder to record their conversation. The interview was conducted at most one hour for each of the participants and completed the data collection for a month and a half. The researcher had given all the participants a token of appreciation for their participation in the study.

Post-Data Collection Phase. After each interview was conducted, the researcher was then created a transcript from the recording. From the transcript, codes were formed from the utterances, and categories were developed from the codes. Then, tentative theories were developed from the generated categories.

The interview transcripts were kept in a safe compartment and were stored in a cabinet that only the researchers could access. These are kept and stored in the cabinet for at least one year.

Data Analysis. After the thorough data collection process per participant, the researcher made a transcription of each interview. The utterances from each transcript underwent coding and categorization process to determine emerging codes and categories, respectively, regarding the characteristics of the 21st century school heads.
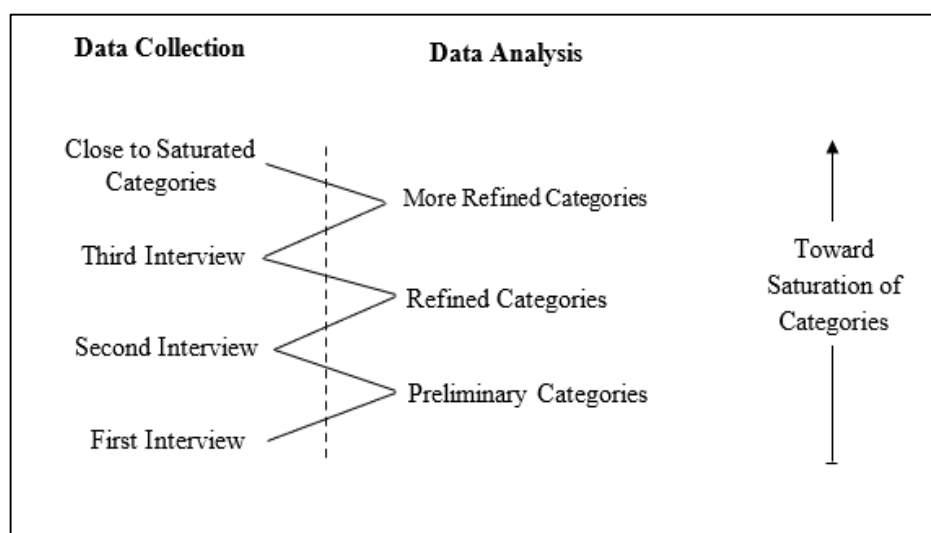

Figure 2. Zigzag Data Collection and Analysis to Achieve Saturation of Categories
(Creswell, 2014)

In the coding process, the researchers determined the codes from the utterances of the participants. Also, they labeled the codes and created trails in terms of participant number, question number, and line number. On the other hand, the categorization process was done to craft sub-categories out from the codes, and categories from the sub-categories. These developed categories were constantly compared up until theoretical saturation have been achieved. In other words, the researchers continued to sample and code data until no new categories could be identified, and until new instances of variation for existing categories ceased to emerge (*see Figure 2*).

Trustworthiness. To equate the quality criteria used in quantitative research, e.g. internal validity, generalizability, reliability, and objectivity, the following four criteria for trustworthiness in qualitative designs were observed in the conduct of the study.

Credibility. The researchers made sure that the findings were true and accurate. Since, the study utilized the emergent grounded theory design, a constant comparative analysis was done to capture the characteristics of the 21st century school heads. Debriefing sessions between the researchers and participants were conducted to make sure that thick descriptions of the phenomenon under scrutiny were gathered along with the probing questions.

Transferability. The researchers ensured that the study findings apply to other contexts. In this case, "other contexts" could mean similar situations, similar populations, and similar phenomena. That is why, the probing technique during interviews as well as observations and taking of field notes were done to facilitate thick descriptions of the explored phenomenon. The thick descriptions of the characteristics of the 21st century school heads were presented to show that the research study findings can be applied to other contexts.

Confirmability. The researchers made sure that the findings were based on participants' responses and not any potential bias or personal motivations of the researcher. Audit trail was done. This audit trail highlights every step of data analysis to provide a rationale for the decisions made. An audit trails were crafted containing the participant number, question number, and line number.

Dependability. The extent to which the study could be replicated by other researchers and the consistency of the findings were considered by the researcher. Hence, an inquiry audit was conducted. With this, an expert in grounded theory was consulted from time to time to review and examine the research process and the data analysis.

RESULTS AND DISCUSSION

School Leadership in the 21st Century Environment

School leadership in the 21st century suggests increased accountability, increased responsibility, and distributed leadership with the goal of total school transformation. The theory depicts the leadership attributes of school heads in the 21st century. A 21st century school head must acquire the seven major leadership attributes namely; globally competitive mindset, lifelong learner, effective communicator and collaborator, sound and impartial decision maker, dignified instructional leader, strategic and resilient, and transformative. These seven attributes are classified under the four components of school leadership such as accountability, responsibility, distributed leadership, and transformational.

Whereas accountability is a key component in leadership. Essentially, it is the act of holding yourself accountable to others. To be an effective leader, you must be able to hold yourself accountable for your actions and decisions, as well as the actions and decisions of those who report to you. With this, the school head must be a sound and impartial decision-maker.

Whereas increased responsibility is one of the qualities that define a good leader. This pertains to having good judgment and the ability to act correctly, make decisions on your own, and learn continuously. Hence, the school head must be strategic and resilient as well as a lifelong learner.

Distributed leadership is based on the premise that leadership responsibilities and accountability are shared by those with the relevant skills or expertise so that shared responsibility and accountability of multiple individuals within a workplace. Consequently, the school head must be an effective communicator and collaborator as well as a dignified instructional leader.

Lastly, transformational leadership is an approach that causes change in individuals and social systems. In its ideal form, it creates valuable and positive change in the followers with the end goal of developing followers into leaders. Accordingly, the school head must have a globally competitive mindset and be transformative.
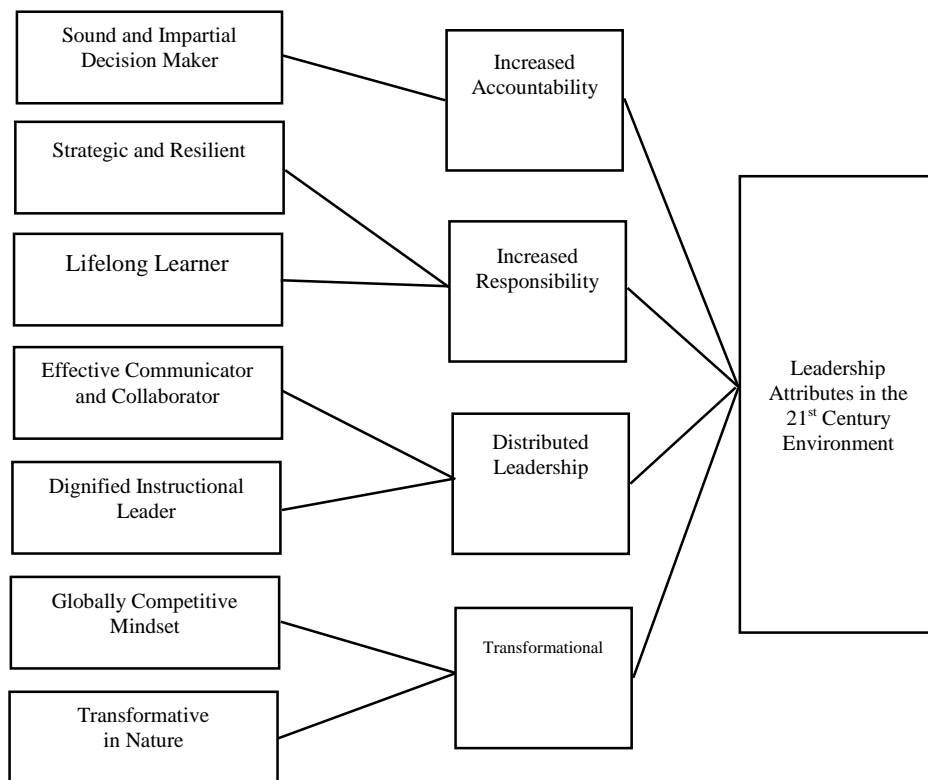
Figure 3. Development of the School Leadership Theory

Components of the 21st Century School Leadership
School leadership in the 21st century environment has four major components such as increased accountability, increased responsibility, distributed leadership, and transformational. Each of the components is elaborately discussed on the succeeding part of the paper.

Increased Accountability
Sound and Impartial Decision Maker. Leadership principles based on values and beliefs play a great role in decision-making, being transparent and reasonable in giving opportunities from the school head makes the decisions fair, showing his/her integrity by not having the leaders' agenda part of the decision-making. Integrity as one of the values of a school head can make sound and impartial decisions. The mission and vision statements, philosophy, and values of an institution are the guiding principles wherein the school and administration must be consistent in its teaching and in making crucial decisions. A school head must manifest firm, rational, fair impartial decisions and must avoid promoting personal interest thus protecting the rights of every individual involved that will result in sound judgment, quality education, growth, and development.
A leader with an ability to make sound impartial decisions is the heart of a good school administration, an essential characteristic of a 21st Century Basic Education School Head. A sound impartial decision based on integrity is a valuable character in leadership. People with strong principles and responsibility for their actions are people with integrity. Leaders with integrity inspire confidence in others because they can be trusted to do what they say they will do. They are loyal, reliable, and unpretentious. Integrity makes leaders trustworthy and worthy of our trust (Northouse, 2013). Having said this, an impartial and sound decision from a school head ensures no cognitive biases and personal values are carefully examined in any given situation that involves resolutions. The school head must be free of outside influences, with no conflict of interest, a good listener, considers options, confident, manifest integrity, appropriate, sound, and impartial in making decisions. A school leader's role in decision-making policy and regulation is based on procedural fairness in developing guidelines for the daily operations of a school. A sound impartial decision from the school head is based on relevant merit that maintains the school staff, teacher, parents, and learners to have confidence and trust in the school head's ability to make decisions and competence to lead.

Increased Responsibility
Strategic and Resilient. Great leaders do not set out to be leaders, but they set out certain characteristics to create and make a difference. Being strategic and resilient are the two most important qualities that a leader must possess.
In the Cambridge dictionary, strategic is defined as the way or relating in which a business, government, or other organization carefully plans its actions over a period to improve its position. Strategic leadership can be

displayed when a leader defines the vision and mission, and the moral purpose of the organization and translates them into action It is a means of building the direction and the capacity for the organization to achieve that directional shift or change. This translation requires a proactive transformational mindset that strives for something better. So as a school head, how is being strategic manifested in schools?

A strategic school head is one who carefully weighs available options and positions in the organization for growth by taking action. He/she must excel in decision making. The ability to see the intricacies of a situation and find the best possible solution is an important skill for any leader. In addition, this type of leader also knows when to take calculated risks that will further the goals of the company. That kind of leader must also possess people skills and must be a goal-setter.

How about resilient leaders? With speed and elegance, resilient leaders take action that responds to new and ever-changing realities, even as they maintain the essential operations of the organizations they lead (Reeves & Allison, 2009; 2010). A resilient leader is a person who sees failures as temporary setbacks they can recover from quickly. They maintain a positive attitude and a strong sense of opportunity during periods of turbulence. When faced with ambiguity, a resilient leader finds ways to move forward and avoids getting stuck.

Resilience is a crucial characteristic of high-performing school leaders. Leaders must cultivate it in themselves to advance and thrive. They also carry the responsibility of helping to protect the energy of the people in their teams. As a leader, you must demonstrate resiliency for your colleagues at work. Someone with resilient leadership is someone who demonstrates the ability to see failures as minor setbacks, with the tenacity to bounce back quickly. In difficult times, your people are looking to you for emotional strength and courage as you remain positive and look for new opportunities. They are looking for you to set the direction and light the path. If you practice resilient leadership, you will project a positive outlook that will help others maintain the emotional strength they need to commit to a shared vision, and the courage to move forward and overcome setbacks.

Lifelong Learner. In modern society, education is an important factor in every individual's life so that they sustain their lives in a qualified way. School Heads play a key role in the delivery of quality education and instruction. The impact of the changing economic, social, and knowledge contexts on the education service has caused a move, then from the traditional post-war model of the autonomous professional (Day, 1999). Thus, school heads must continue emptying their own cup so they can fill it with the new learning, strategies, principles, and techniques that would lead them to produce quality teachers who could provide quality education to globally competitive students. Since the school head serves as the educational leader of the campus, it is imperative that they have a working knowledge of effective instructional strategies and understand the needs of their students and teachers.

Lifelong learners make learning a regular habit to adapt to changes and student actions. "By embracing a student-like mindset and learning to turn self-education into a daily habit, you can hone your current skills and develop new ones while enriching your mind (Eastern Washington University, 2018)." Thus, school heads should not be afraid to relearn and innovate to improve learning outcomes in their respective fields/ schools. Through their continuous education, they opened an infinite door to discover creative teaching methods and leadership skills that they could share to their teachers so their teachers could collaborate and put their heads together to come up with innovative ideas to use in teaching to achieve better student outcomes than sharing outdated teaching methods.

Distributed Leadership

Effective Communicator and Collaborator. Being an effective communicator is a big privilege in 21st century. Not all leaders have good communication skills, but it will go a long way by engaging it collaboratively with stakeholders. Consistent collaboration enhances the productivity of a good administrator. By managing communication and collaboration effectively develops a key dimension of leadership. Many problems, in and out of schools, can be directly traced to the effectiveness of the school's communication and collaboration among stakeholders. Effective communication underpins the knowledge, skills, and dispositions school heads require to have a direct and indirect influence on students' outcomes. Taking time to think about what to say will also ensure to maintain integrity and professionalism, of the school, and the wider educational community. 21st Century school heads are one of the most important things to promote better learning outcomes by learning this together. Collaboration and communication are both interpersonal skills that help people work with one another for the fulfillment of one's endeavor. School heads need to learn to build shared understanding, negotiate outcomes, and cultivate trust to work together to solve the problems that no one can solve alone. We know, it could be the key to developing competence and academic excellence in one's school. The more the institution has effectively collaborated and communicated well tend to innovate better and respond to Global competence in 21st century.

Dignified Instructional Leader. Instructional leaders involve themselves in setting clear goals, allocating resources, managing the curriculum, monitoring lesson plans, and evaluating teachers. These are vital elements

that one must be aware of in terms of leadership. In this sense, being an effective instructional leader, one must promote growth in the teaching-learning process. A visionary leader who pays attention to the welfare of his or her subordinates is wanted in every school community or any institution to be able to achieve goals and implement plans smoothly and meaningfully. In taking the responsibility of being a leader one must consider the skills that a leader has to possess. As stated by Lashway (2002), a leader must acquire interpersonal skills, planning skills, instructional observation skills, and research and evaluation skills. To highlight some, a leader must master the art of interpersonal relationship, since relationship is built in trust. Members of the school community cannot function well if trust does not manifest in the workplace. More so, creativity and initiative will never be enhanced when every work is done or imposed by the leader. Second thing is planning skills, in planning, every member of the school community must be involved to be able to collaboratively come up with activities that would be beneficial to all. When these two skills are practiced all others will follow accordingly. Dufour (2002) stated that instructional leaders must have up-to-date knowledge on the three areas of education. One is on Curriculum, as a school leader, he/she must be well informed of the changing concepts of curriculum to be able to come up with strategies that would respond to the needs of the signs of the time and to come up with plans that would address the need of the school community, its teachers, and students. Second is on instruction, as the one who directs the group, a leader must be equipped with skills on the different strategies and models of teaching and the underlying technology-based learning environment which is much wanting and effective during this time. Third is on assessment, an instructional leader needs to know different assessment procedures that aim not only to improve students' learning but the teacher's as well.

Transformational

Globally Competitive Mindset. School heads need to heed to the call of times. As leaders of education, their desire to mold 21st-century learners should start from their initiatives in having a globally competitive mindset. This characteristic openly acknowledges and accepts the demands of education these days. Education, per se, is evolving and so are the students and school leaders. A globally competitive mindset means being able to foresee trends that will advance learning, to create a learning environment that inspires students to explore and inquire, and to act in bringing the world of knowledge and skills to their respective schools. A globally competitive school head makes sure that every learner is ready to take on challenges wherever he/she is in the world. According to Naik (2012), schools are not only educating students to keep them competitive lifelong but practically generating and marketing new technology/ new knowledge and transferring their full scientific capacities to the benefit of society in their vicinity and all over the world.

High-quality education in the country is often equated to expensive, private schools. The thrive to elevate the standards of education by being globally competitive gives an avenue for all school heads, from public to start-up and affordable private schools, to equip their schools with the necessary facilities and technology, training for their teachers, and ambitious standards that will drive learners to study better. Learning to be competent and driven in these times does not have to be costly. It just requires an unceasing dedication by a school head who knows that the key to a brighter future in education is learners who are not afraid to speak their minds, ask questions when in doubt and work hard in every endeavor. Based on the journal of Tucker (2016), schools can help meet these new demands by producing students who are lifelong learners, integrating academic and technical learning, offering experiences that teach a range of skills, and creating a school vision of what the prepared student looks like.

Transformative. As the saying goes, "Great power, comes with great responsibility", this talks about men in positions do not only hold power but also have a greater responsibility to withhold. As a school head characteristic, one should be transformative. He/she must have the ability to inspire and motivate subordinates to work effectively and efficiently. Human as we are, we have different characteristics; we are born to be different from anybody, to anyone else but being different from each other, what are the things or rather what should you do to motivate your subordinates in a certain task? Being a school head there should be a positive outlook within you and that outlook could be causing someone's life to be different or better in some important way. Transformational leadership, as a modern style of leadership with contemporary significance, has become the focus of academic circles in recent years (Gong et al., 2009). The concept of school heads' transformational leadership is an extension of the theory in the field of education. A school head who enacts transformational leadership seeks to raise teachers' awareness of the importance of undertaking the task of education by stimulating their high-level needs. The objective is to build and establish an atmosphere of mutual trust between school heads and teachers, and to urge teachers to sacrifice their interests for the development of the school by devoting themselves to exceeding educational performance expectations of their school (Wang, 2019).

It is essential not only for an organization but for an individual how he or she can make an impact on others. It is critical that he could inspire and motivate each member of the organization to meet one common goal. Inspiring and motivating subordinates can be done easily but making them work effectively and efficiently may be challenging. A school head should set an example to his/her subordinates. Showing them the traits of what

should be practiced in the field. When one comprehends it, they will apply it to themselves, thus creating a positive impact on them. But this can be critical when one comprehends it the other way around. School heads' idealized influence makes members identify with their ability and often produces a strong emotional attachment to the leadership and organization. Under this influence of leadership, the members regard their leader as an example, unswervingly execute the orders of the leaders, and are full of passion for their work or study (Iqbal et al., 2019). An important function of transformational leadership is to shape a school's climate and to help that school form an organizational culture and a structure of care, respect, and cooperation (Yu et al., 2002). Studies also found that transformational leaders can create an equal and free organizational climate.

CONCLUSION

School leadership in the 21st century is challenging but rewarding. Leadership in the 21st century is a combination of multiple courageous decisions. Although it is more challenging, the impact of positive leadership will also be very high during these times. The study has developed a grounded theory explicating the seven attributes of school head who can successfully navigate the school operations and efficiently address the in challenges in the 21st century environment. These attributes include the acquisition of a globally competitive mindset, being a lifelong learner, an effective communicator and collaborator, a sound and impartial decision maker, a dignified instructional leader, being strategic and resilient, and transformative.

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