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Inspirational Transformation Role of Leader on Schools' Principal

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Abstract: As an important person in improving school institutions, school principals hold full responsibilities for school achievement and performance. School principals are responsible for inspiring the people in the school institution towards achieving their mission and vision. Therefore, it is a responsibility for the school principal to practice the possible way to inspire the people in the school institution and promote leadership qualities through the inspirational role of leadership. The practice of an inspirational role will allow the school principal to manage their school more effectively. Thus, this kind of practice should be explored more by the school principal to address the challenges in the education field, particularly in school principal leadership in the Republic of Maldives. This study used a qualitative method to explore the inspiration roles of school principals in the Republic of Maldives. The unstructured interviews are conducted as the main instrument to explore in-depth and explain the current situation of school principals in the Republic of Maldives in practicing inspirational roles. This study involved four school principals, three teachers, and five students in selected secondary schools in the Republic of Maldives as participants. The 10th edition of NVivo computer software has been used for data cleaning and data processing for data analysis. The findings show that school principals play roles in inspiring people in the school institutions by creating stimulating, stirring, and thought inspirations to transform school leadership. Therefore, this study suggested that the school principal in the Republic of Maldives must give continuous support and guidance to the leading teacher, teachers, and other staff in the school. School leaders can infuse strategies to enhance their understanding of principal leadership and improve their practices and administrative leadership team.

Keywords: inspiration, inspirational leadership, school principal, qualitative research, Republic of Maldives.

領導者對學校校長的勵志轉型作用

摘要: 作為學校制度改善的重要人物, 校長對整個學校的成績和表現負有全部責任。校長負責激勵學校機構的人員實現使命和願景。因此, 校長有責任通過領導的鼓舞作用實踐可能的方式來激勵學校機構中的人並提升領導素質。勵志角色的實踐將使校長更有效地管理他們的學校。因此, 校長應該更多地探索這種做法, 以應對教育領域的挑戰, 特別是馬爾代夫共和國校長領導方面的挑戰。本研究採用定性方法探索馬爾代夫共和國校長的激勵作用。非結構化訪談作為主要工具進行, 旨在深入探討和詳細解釋馬爾代夫共和國校長在實踐勵志角色方面的現狀。這項研究涉及馬爾代夫共和國選定中學的四名校長、三名教師和五名學生作為參與者。數據分析方面, 已使用第 10 版計算機軟件進行數據清理和數據處理。研究結果表明, 校長通過創造激發靈感、激發靈感和思想靈感來改變學校領導力, 從而在學校機構中發揮鼓舞人心的作用。因此, 本研究建議, 馬爾代夫共和國校長必須對學校的帶頭教師、教師和其他工作人員給予持續的支持和指導。學校領導可以注入一些策略, 以增強他們對校長領導力的理解並改進他們自己以及他們的行政領導團隊的實踐。

关键词: 靈感, 鼓舞人心的領導力, 校長, 定性研究, 馬爾代夫共和國。

1. Introduction

The school principal's leadership is one of the crucial elements in ensuring a high quality of education. In general, the meaning of leadership is complex, and the concept is hard to define. Leadership is a complex phenomenon in which the context and the followers have a very important role [44]. The definition of leadership as defined by [10] is leaders inducing followers to act for certain goals that represent the values and the motivations-the wants and needs, the aspirations and expectations of both leaders and followers. Besides, [44] concluded that leadership could be defined as the process of interactive influence that occurs when, in a given context, some people accept someone as their leader to achieve common goals. The leadership also can be explained when leaders who seek their good and not the good of the organization would be classified as "bad" leaders, whereas leaders who focus on the good of the employees and the good of the organization would be classified as "good" leaders [49]. Thus, leadership includes how the leader convinces and influences their subordinates in achieving goals that have been set.

A school principal plays a significant role in leading and determining the vision of the school institution. Good principal leadership could drive changes to the school institution, which is also considered the basis for developing high-quality education. As stated by [48], school principals are responsible for articulating the vision for the school to become successful and increase student achievement. The ability of a school principal to influence the people in the organization might contribute to the school performance and students' achievements. As stated by [36], school principals indirectly influence student outcomes by facilitating instructional leadership, organizational management, and internal and external relation. In the meantime, the responsibilities of school principals are not only focused on the school environment but also involved in the nearest community. In leadership, school principals must show their behaviors in interrelating with teachers, school staff, students, and parents, which will create a positive climate in the school [21].

Nowadays, effective school principal leadership is always being debated, which encourages the education ministry to improve the quality of education. The situation in education in the Republic of Maldives has significantly improved for the past two decades. The Republic of Maldives government offers free education, whereas the private or community schools charge a monthly fee. The Ministry of Education primarily focused on improving the quality of elementary and secondary education [32]. However, the quality standard of education remains a major challenge facing education development in the Republic of Maldives. Evidence from various sources shows that education quality in the Maldives is poor and needs urgent

improvement [3]. Therefore, it was a big responsibility for the Ministry of Education to provide education of adequate quality. They must be responsible for the provision and supervision of education throughout the country. Nevertheless, there is a limited authority given to the school principal in the Republic of the Maldives in which the school principal is needed to contribute more academically and collaborate with the teachers [34].

As an important person in improving school institutions, school principals hold full responsibilities for school achievement and performance. School principals play various roles to ensure the improvement of student achievement, which affects school performance. Therefore, school principals need to determine an appropriate leadership style while heading the school institutions. Transformational leadership is one of the forms of leadership that school principals can adopt. As mentioned by [46], transformational leadership has positively affected the school and organizational conditions. The meaning of transformational leadership is leadership that grows institution leaders and purposefully stimulates changes and innovations by inspiring followers to achieve extraordinary results, improve themselves, and take responsibility for the institution [33]. In the same way, [20] also explained that a transformational leader shared vision and appealing their follower's values by influencing, motivating, and stimulating them. Thus, [9] explained that the concept of transformational leadership also includes inspirational leadership.

The roles of the principal school cover multiple areas of responsibilities such as delegating, managing, communicating and inspiring the people in the school institutions. The inspirational role is also considered as one of the important roles of principal school leadership. School principals are responsible for inspiring the people in the school institution towards achieving their mission and vision. It can be seen that the need for school principals to become inspirational leaders in heading the school institutions. As mentioned by [37], inspirational leaders have higher goals and vision, promote the followers' participation, and respect them. They also added that inspirational leaders could identify the follower's needs and challenges and provide meaning to needs and action. Therefore, it is a responsibility for the school principal to practice the possible way to inspire the people in the school institution and promote leadership qualities through the inspirational role of leadership. The practice of an inspirational role will allow the school principal to manage their school more effectively. The school principal should explore this kind of practice more to address the challenges in the education field, particularly in school principal leadership in the Republic of Maldives.

2. Literature Review

2.1. Inspiration Leadership

As mentioned earlier, inspirational leadership is closely related to transformational leadership. Inspirational leadership is also considered a part of transformational leadership [9]. Transformational leadership refers to the leader moving the follower beyond immediate self-interests through idealized influence (charisma), inspiration, intellectual stimulation, or individualized consideration [4]. Furthermore, [11, 27] also identified the four factors or components involved in transformational leadership: idealized influence or charisma, inspirational motivation, intellectual stimulation, and individualized consideration. Inspiration is one of the components in transformational leadership that is identified as inspirational motivation. [11] explained inspirational motivation by leaders is through empowering their followers to confront tasks and duties in a genuinely inspiring manner. On the other hand, [27] clarified that leaders provide a shared meaning and a challenge to their followers by motivating and inspiring them. In addition, transformational leadership is an intrinsically based motivational process whereby leaders engage followers to create a connection that raises the level of effort and moral aspiration in both [16]. According to this theory, the leader would aim to understand the changes and improve a good sense of leading changes effectively [25]. The theory is sought to create a leader who will inspire people or followers and achieve the target set.

On the other hand, [18] explained six cores in what leaders do and how they do it in showing the way and helping or inducing others to pursue it. The six cores are:

- (i) Vision - effective leaders define and communicate a valid and appealing vision of the future
- (ii) Purpose - effective leaders define and communicate a valid appealing mission and purpose
- (iii) Values - effective leaders identify, display, promote and reinforce shared values that inform and support the vision, purpose, and strategies.
- (iv) Strategy - effective leaders develop, communicate and implement rational strategies informed by shared values and enable people to pursue the vision and purpose.
- (v) Empowerment - effective leaders empower people to be able to do what needs to be done
- (vi) Engagement - effective leaders engage people to do what needs to be done by using their power to influence, motivate and inspire them [18].

The sixth core explained by [18] also shows that leaders will engage their followers by their power to influence, motivate, and inspire them. This demonstrates that transformational leaders can inspire their followers. In addition, [22] also added that transformational leaders tend to be charismatic to their

followers, thus inspiring them and inspiring an intellectual awakening and consideration of the individual. [9] also agreed that to refine transformational leadership, it seems advisable for the practitioner to adopt inspirational leadership. Hence, school principals who adopt transformational leadership also play an inspirational role in their school institutions in the school setting.

2.2. Definition of Inspiration

The term of inspiration is always related to leadership since it shows the ability of leaders to influence their followers. As mentioned by [22], inspiration can be defined as the extent to which a leader passes on a vision compellingly, using symbols to focus followers' efforts and illustrate inferior leadership. It shows the process of leaders mentally stimulating their followers in delivering their vision.

2.3. Inspiration in Leadership

Inspiration has been synonymous with leadership for ages. As mentioned by [9], many studies found that inspirational leadership is particularly relevant for practitioners. There is various explanation of inspiration in leadership. [39] found five key leadership dimensions to inspire others: connecting, leading, inspiration, action, and context. The interrelationship between the five dimensions of leading to inspire others is illustrated in Figure 2.

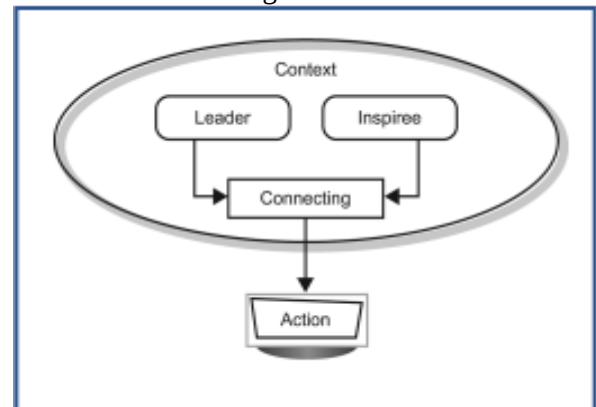


Fig. 2 Interrelationship between the five dimensions

Based on Figure 2, 'connecting' is the center of the dimensions. Without a connection between leaders and inspires, it appears inspiration will not eventuate. On the other hand, [41] explained that leaders must inspire their subordinates to a higher level of teamwork, which requires certain things to be considered. A leader must 'be,' 'know,' and 'do' certain actions that do not come naturally but need continual work and study. Additionally, [47] also highlighted in the study the distinction between leaders and managers. The study found that leaders in the organization inspire, energize and motivate their followers/subordinates while the manager is more concerned about helping people in the organization to achieve their basic needs. It shows that even the manager and leader are involved in managing

the organization, but leaders are more responsive to the whole organization, including the vision's achievement, while the manager is only focused on the organization's necessities.

On the other hand, leaders are responsible for inspiring their followers. As mentioned by [26], a transformational leader can raise their followers' awareness level and inspire them to commit to achieving mission and vision. It means that transformational leaders always encourage their followers and work together to ensure that they will achieve the target that has been set. In the same way, [33] mentioned that transformational leadership creates a leader in an organization/institution which stimulates innovations and changes by inspiring followers to reach extraordinary results, improve themselves and be responsible to the institution. On the other hand, leaders also play a role in inspiring a shared vision in a word that can be understood by the followers [41].

Additionally, inspiration can be described as the degree to which a leader transmits a vision compellingly, using symbols to concentrate followers' attention and demonstrate lesser leadership [4]. This statement shows leaders' initiatives to get attention from their followers with minimum leadership, which includes the followers' opinion in making any decision. In the same way, transformational leaders also inspire those around them by demonstrating good behaviors that give meaning and challenge to their follower's work [2]. In addition, a transformational leader is also responsible for inspiring their followers to adopt a leader's vision for the future of the group and attempt to meet goals and objectives to implement the vision [6]. On the other hand, [49] also mentioned that in transformational leadership, inspiration is also related to the inspirational motivation in which the followers actively work together with the leader to achieve the vision that has been set. [7] also explain inspirational motivation as a reflection of a leader's behavior that motivates members. These leaders raise the spirit, portray enthusiasm and optimism, offer meaning and challenge to their member's work, and promote an interesting organizational vision that includes all members. In the same way, [33] also clarified in their study that a leader practicing transformational leadership purposely stimulates changes and innovations by inspiring their followers to accomplish targeted results, improving themselves, and being responsible to the institution. Furthermore, [2] also described inspirational motivation as leadership that motivates and inspires followers to achieve ambitious goals and visions that may seem as unreachable previously.

On the other hand, [7] also agreed that a transformational leader was closely related to the innovative behavior of the followers. However, only followers with a higher level of psychological empowerment who felt more competent and

autonomous were more inclined to be inspired by transformational leaders to engage in innovative behaviors. In addition, [51] explained that in transformational leadership, leaders define and structure the role of the subordinate towards organizational achievement. The author added that these kinds of leaders are "Communicate high expectations, use symbols to focus efforts, and express important purposes in simple ways. They also are optimistic and encourage others to understand and to be committed to the visions and missions".

Inspiring the followers is very much needed, which is one of the important roles in a transformational leader. This kind of leader will arouse team spirit, makes the followers more enthusiastic and optimistic. The followers are more willing to commit to performing a task if they can inspire and motivate them. At the same time, inspiring leaders often connect the followers to their potential to discover themselves [39]. The study's findings [39] also discovered that the leaders encourage opportunities to inspire followers by identifying followers' potential, creating supportive interpersonal environments, and leveraging meaningful situations.

A good leader will be able to create better followers, which are needed in the organization. The roles of leaders are varieties that should be emphasized in order to develop a successful organization. As clarified by [15], leadership essentially involves inspiring and supporting followers to achieve a vision of the school grounded on clear personal and professional values. Therefore, inspiring followers is one of the leader's roles to approach their followers better and motivate them. As mentioned by [46], the characteristics of inspirational behavior can be illustrated through the ability of a leader to build confidence among their followers, stimulate enthusiasm, inspire belief in a common cause, and employ various kinds of other individual and institutional practices to arouse subordinates emotionally. It means that leaders who have inspirational behavior will influence their followers in the right direction in organizational development.

Additionally, [51] concluded in the study that inspirational behavior and emotion are needed for a transformational leader to improve the organization's performance by enhancing job satisfaction of the employee/followers, additional effort, effectiveness, and enhancing the mental and psychological health. Furthermore, leaders also used the unique combination of their strengths and ability effectively to motivate and encourage individuals and teams together to work on the desired outcomes. Leaders are more concentrated on being inspired by their followers rather than using commands and controlling the team. On the other hand, an inspirational leader has an ideal vision or goal, which can develop social consciousness and cultivate it further amongst his/her followers [31].

2.4. Inspirational Role in School Principal Leadership

In a school setting, the principal acts as a school leader who is fully responsible for the organization's vision. A school leader must inspire their organization members that including management staff, teachers, and students. According to [1], school principals must have leadership characteristics that can become the source of inspiration for the teachers and guide them. Leaders that always strive for inspired individual and their teams are also known as transformational leaders. In addition, a study by [42] highlighted that the school principal inspires teachers' commitment and establishes a school goal by setting a set of directions to ensure that the goals are achieved. A study by [11] found that a school leader that practiced transformational leadership is intended to inspire teachers, students, and parents to have high expectations for their school by modeling desired behavior that he/she wanted everyone to exemplify. This means that school leaders are more concentrating on becoming role models to the people in the organization, including staff, teachers, students, and the community. Student engagement is also important to be emphasized by a school leader since most of the student's achievement affects the school's performance. Therefore, leaders must always be part of the school teaching and learning session to provide constructive and growth-inspired feedback. As highlighted by [11], "Increasing the number of walkthroughs in classrooms and educational leaders giving high quality, honest feedback will promote valuable dialogue that will increase teacher effectiveness and student achievement."

Therefore, school leaders are closer to their students if they can participate by showing inspirational behavior to the teachers and students.

This is because students will be able to communicate well and express their feelings towards the leader. At the same time, school principals are also responsible for inspiring their teachers, which is important to develop teachers' professionalism.

3. Methodology

The quality of the research data is entirely based on the methodology of the study. According to [26, 28], the methodology in a study needs to be carefully planned and then clearly written so that the study can answer the predetermined questions. The research method is generally divided into Qualitative, Quantitative, and Mixed Methods [12-14]. For this study, the researcher used a qualitative method to explore the inspiration roles of school principals in the Republic of Maldives. In summary, a qualitative study can be defined as a process for understanding social problems based on a comprehensive and complex picture through an in-depth research perspective and should be conducted on the actual field of study [17].

Qualitative research explores a phenomenon through three main data collection methods: observation, an interview, and document analysis [29]. In addition, [19, 50] defines qualitative research as research conducted on a natural background, and researchers are the primary data collection instruments.

Data collection for this study is used interviews as the main instrument to explore in-depth and explain in detail the current situation of school principals in the Republic of Maldives in practicing inspirational roles. An interview is one of the popular instruments in qualitative research. [30] explained that in qualitative research, most of the data are collected through interviews. The purpose of the interview is not to test hypotheses and not to "evaluate," but the root of the interview is to understand the lived experience of other people and the meaning they make of that experience [40]. [8] mentioned that the interview method is more prominent than other qualitative data collection methods. [35] stated that interviews are meant to know things that are not observable, such as human thought, opinion, and purpose. [23, 24] point out that interviews are useful for knowing the past events that are hard to replicate. Therefore, from the statements of [23, 24, 35], the researcher has decided to use the interview methods to find out the opinions and thoughts of some individuals who have little or no knowledge and past events in the inspirational roles of the school principal.

The researcher has decided to use the unstructured interview method, which is based on the question and purpose of the study, which requires deep exploration. The unstructured interview was chosen since it requires their researchers to explore profoundly and detail a phenomenon to be studied and capable of generating rich and rich data [24]. [38] also, unstructured interviews are better known as exploratory interviews, which require a conscious mind, logical thinking, and good communication skills. The researcher's point of view is the method of asking questions because, according to [23], unstructured interviews usually use open-ended questions that allow participants to respond at their discretion. It is not bound to be long or short of an answer, or does it exist either right or wrong.

Before entering the field of study, the researcher has prepared fundamental questions so that every data obtained is not far away from the question and purpose of the study. The basic question was used as a question at the beginning of the interview, and the next question was more in the form of a response than the respondents' answers. There is a need for the researcher to give freedom to the participants in giving their opinion, and the researcher should respond positively to that opinion as an encouragement to the study participants to continue to provide an opinion [23].

The researcher used the 10th edition of NVivo computer software for data analysis during data cleaning and processing processes. NVivo's computer software system is not used to analyze data. However,

it is only used to facilitate the data analysis process to assist in data isolation and data processing, as NVivo's computer software is to simplify the process of data analysis and minimize time and not as the analytical instrument [5]. There are five processes involved in data analysis: transcription, cleaning and compiling data, understanding data, analytical category, and analyzing data. The data was analyzed and depending on the purpose of the study by reading the transcriptions, giving attention to patterns and commonalities, while validity was established. Every data that has been coded and categorized has been analyzed in-depth by taking into account the exact and implied truths of each study data. The analysis is more about the rationale or the way of a deep story on every issue raised.

This study also involved school principals, teachers, and students in selected secondary schools in the Republic of Maldives as participants. The researcher explained the background of each study participant and the field of study, and the rationale for selecting each study participant and the field of study.

4. Findings

The findings of this study are presented in this section. Data was collected and analyzed in order to explore the issues in this study. As mentioned earlier, this study adopted a qualitative method by implementing interviews as research instruments. The researcher performed unstructured interviews, and the data were managed and analyzed by using Nvivo 10 software. Three different groups of participants from secondary schools in the Republic of Maldives have participated in this study. Twelve participants have been interviewed, which consist of school principals, teachers, and students.

The participants consist of four school principals, three teachers, and five students. These participants come from three different secondary schools in the Republic of Maldives.

Furthermore, this section also presents data related to the inspirational roles of the school principals in the Republic of Maldives. Based on the overall findings, the researcher explained the data of inspirational roles in three different ways, namely stimulating inspiration, stirring inspiration, and thought inspiration.

4.1. Stimulating Inspiration

The findings found that the school principal in the Republic of Maldives creates stimulating inspiration in many ways to inspire their teachers and students. One of the participants explained, "We are inspiring, and the most we do is try our level best to be role models. Role model means that part and plays to inspire people, some in every way ethically, professionally, doing guidance and everything we said. Yes, that is how I inspire people" (Participant P2).

According to the participant, stimulating inspiration is more on how she drives herself to become a role model for her subordinates, including leading teachers, teachers, and students in her school. Therefore, the school principals need to identify the best leadership practice to influence the organization's members.

4.2. Stirring Inspiration

Further discussion with the participant revealed that the principal also creates stirring inspiration for herself and people in school. One of the participants mentioned that she was not confident to be a principal at first, but the support from the ministry and many parties motivated her to become the first lady principal at that school. Based on her experienced, she explained that; "...I am the first principle, lady principal that is what how they convince me, why don't you go, you are the, you are making history, and when I came into the principal room down there, I did not decide that time, then I found the photos of all the legendary people, then I thought yes, even to suffer and die here, I would say (your photo will also be on)." (Participant P1).

She also added that the photos of many prominent figures of the ex-principal, such as presidents, prime ministers, and public figures idolized by the student, motivated her and gave her self-confidence to become a principal in the school. She mentioned, "...I am down here when I came, I mean people who were kings, people who were presidents, prime minister all of them are principle,...That time when I see those photos, I make a promise to myself I would stay here and die as the principal for this school, so that is how it came." (Participant P1).

Therefore, the findings showed that the principals also played an important role in stirring inspiration, starting with building their self-confidence to take responsibility as principals in their school.

5. Discussion

In terms of research methods, based on previous studies and actual characteristics of state agencies in Ho Chi Minh City, the study has contributed to building a suitable scale system to measure the influence of Ho Chi Minh City of human resource management practices on work motivation and organizational effectiveness in state agencies. The results of the standardized estimation are consistent with the studies [41, 42, 53, 54]. In practical terms, the study helps leaders of state agencies better understand the positive impact of human resource management practices on work motivation and organizational effectiveness. Using methods to analyze and test the theoretical model shows that the relationships and measurement scales of the concepts in the research model reach theoretical relevance.

The research results show that the factors that affect the organization's effectiveness in order of priority are the human resource management practice having the

strongest impact, the organizational commitment factor having the second impact, and the third is the work motivation factor.

Research results show that it is clear that civil servants pay attention to their working context. If their organization supports them to get the job done, they will be more motivated and positively feel its performance. For example, public service motivation is driven by perceptions that influence key decisions (participation), which can be enhanced by personal interviews or assessments that allow public officials to identify key decisions, identify their work goals (personal appraisal), offer the necessary support for professional development (professional development), and last but not least the availability of multidisciplinary activities form and substandard (job enrichment).

As a result, civil servants are more sensitive to human resource management practices to improve working conditions than human resource management practices aimed at increasing personal effectiveness on a monetary basis. Furthermore, intrinsic HRM practices can also lead to developing a specific type of motivation, that of public service, which has been widely demonstrated to be associated with commitment and intention to stay in the organization.

5.1. Inspirational Thought

The findings also found that school principal has thought inspirational when leading their organization. The principal should act as a good mentor and always supervise their subordinates while giving tasks. One of the participants believed that it is important for the principal to guide their leading teachers, teachers, and students.

She said, “Yes, very much I believe that we should be mentors for the leading teachers, even for the teachers, and for the students. We should give them continuous guidance, mentoring, and contractual feedback daily while they are on the job or have finished the task or while doing the work. I very much believe we should give that mentoring.” (Participant P2).

According to the participant, the principal needs to have thought inspiration as one of the main aspects of being a school leader. A principal should guide, supervise and mentor their members in school organizations to ensure the daily school activity will run smoothly.

6. Discussions, Conclusion, and Suggestion

This section explained the discussions, conclusions, and suggestions of this study. In the discussion section, the findings had been discussed and synthesized concerning the findings from previous studies in the literature reviews. Then, the findings were summarized

to conclude the study and come out with suggestions obtained from the overall study.

6.1. Discussions of Findings

The school principal in the Republic of Maldives also played a role as a leader who inspired the leading teachers, teachers, students, students' parents, and society. The finding in this research revealed that the school principal is responsible for transforming the leadership in school by inspiring others. This finding supported the characteristics of transformational leaders, which is in line with the conclusion made by [11]. It was found that transformational leaders could convey the importance of the vision to inspire followers to deeply commit to the school vision and work interdependently towards its attainment. Inspiring people in the school organization also made a school principal a transformational leader supported by transformational leader theory. According to this theory, the leader would aim to understand the changes and improve a good sense of leading changes effectively [25]. The theory is sought to create a leader who will inspire people or followers and achieve the target set.

Inspiring people, especially within the organization, is very important to create a leader as a role model. The finding also disclosed that the school principal in the Republic of Maldives creates stimulating inspiration to transform school leadership. Creating stimulating inspiration in the school is intended to inspire their teachers and students. The school principal in the Republic of Maldives showed that they practice transformational leadership when they inspire the people in the organization in every way. The school principals performed their tasks well and responsibly, ethically and professionally. They have also guided all members of the school organizations, including teachers and students. Many of them also inspire people in the community. The stimulating inspiration of the school principal in the school at the Republic of Maldives is more on how they drive themselves to become role models for their subordinates, including leading teachers, teachers, and students in her school. Therefore, the school principals need to understand and determine the best leadership practice to transform the leadership in the school organization.

In addition, the school principal in the Republic of Maldives plays a role as a leader who emphasizes stirring inspiration to themselves and the people in school. Support from many parties, such as ministry, helps these school principals to develop their self-confidence to become good leaders. That support helps the school principal feel more comfortable and prepare to take a big responsibility in managing the school. The school principal is also inspired by prominent leaders such as presidents, prime ministers, and public figures idolized by the people, which raises their self-confidence to become a principal. Therefore, the

findings showed that the school principals also played an important role in stirring inspiration, building their self-confidence to take responsibility as principals.

In the concept of inspirational, the school principal in the Republic of Maldives has thought inspirational when leading their organization. The school's principal acts as a mentor, showing a good example to the organization and the community. A study by [43] also found that the school principal is also seen as a mentor. This role involves helping students, teachers, and staff grow. The role of a principal in acting as a mentor is very important to guide their subordinates, including leading teachers, teachers, and students, to achieve their daily targets. As a leader, the school principal is responsible for ensuring their members can perform the task given and give feedback daily while they are on the job or have finished the task or doing the work. Therefore, this study suggested that the continuous guidance and mentoring given to the organization members are important roles the top school plays.

6.2. Conclusion and Suggestion of Study

This study can be concluded that the school principal played a role as an inspirational leader to the leading teachers, teachers, students, students' parents, and society. School principals inspire people by stimulating, stirring, and thought inspiration to transform school leadership. School principals show their responsibility by performing tasks ethically and professionally. They guide all members of the school organizations, including teachers and students, and inspire people in the community. The stimulating inspiration of the school principal in the school at the Republic of Maldives is more on how they drive themselves to become role models for their subordinates, including leading teachers, teachers, and students in her school.

Additionally, the school principal also acts as a stirring inspiration to themselves and the people in school. Support from many parties, such as ministry, helps a school principal to develop their self-confidence to become a good leader. Therefore, besides inspiring people, the school principals also search for an idol such as a prominent leader that should be inspired and exemplified by them. On the other hand, the school principal also plays a role as a mentor, showing a good example to the organization and the community. As a leader, a school principal is responsible for guiding and supporting their members in the organization, including leading teachers, teachers, and admin staff to finish the task given. Therefore, this study suggested that the school principal in the Republic of Maldives must give continuous support and guidance to the leading teacher, teachers, and other staff in the school. School leaders can infuse strategies to enhance their understanding of principal leadership and improve their practices and administrative leadership team. An effective school principal should

guide, supervise and mentor their members in school institutions to ensure the daily school activity will run smoothly.

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