

Prophetic Leadership as A Contextual Strategy for Transformational Change in Educational Administration

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DOI: 10.56201/jpaswr.v10.no1.2025.pg15.27

Abstract

Prophetic Leadership serves as a transformative force in educational settings, reshaping administration to meet the dynamic needs of students and communities. This leadership approach, rooted in vision and ethical values, emphasizes justice, equity, and systemic change, transcending traditional managerial roles. Prophetic Leadership challenges established norms, advocates for marginalized groups, and fosters environments prioritizing inclusivity and social justice. It empowers educators and administrators to confront deep-seated inequalities, address socio-political issues, and reimagine education through values-driven action. Through a qualitative approach, the study explores the strategic application of prophetic Leadership to drive transformational change in educational administration. It explores the concepts of prophetic Leadership, transformational change in educational administration and contextualizing educational administration. It looks into unique challenges and opportunities for prophetic Leadership in educational administration, develops strategies for it, and suggests ways of sustaining it, including challenges, opportunities, and strategy, while offering recommendations for sustaining its impact. This leadership model influences policies, builds strong community relationships, and creates a shared responsibility and accountability culture. Prophetic Leadership paves the way for an inclusive, ethical, and sustainable educational system by fostering critical thinking and participatory decision-making.

Keywords: Prophetic Leadership, Strategy, Transformational Change and Educational Administration

Introduction

Prophetic Leadership as a transformative force within educational settings aims at reshaping educational administration to meet the evolving needs of students and communities; it is a leadership approach rooted in vision and ethical values, with a commitment to justice and serving as a powerful catalyst for systemic change. Prophetic Leadership goes beyond traditional managerial or administrative roles but emphasizes the ability to challenge established norms, advocate for justice, and inspire collective action to bring about positive change. In education, prophetic Leadership is concerned with academic excellence and fostering an environment that prioritizes equity, inclusivity, and social justice; the approach encourages educators and administrators to confront deep-rooted inequalities, engage with marginalized communities, and address the socio-political issues affecting education systems today, thus reimagine the future of education through values-driven action (Udin & Dananjoyo, 2023).

Prophetic Leadership could influence policies, advocate for the marginalized, and empower the teams to create an educational culture of shared responsibility and accountability. Prophetic Leadership paves the way for a more inclusive, ethical, and sustainable educational system as it builds strong community relationships, fosters critical thinking, and encourages participatory decision-making, which can address current systemic challenges and create lasting, positive change for future generations (Patel, 2016). The study explores how prophetic Leadership can be strategically applied within educational systems to foster transformational change in educational administration. It discusses the concept of prophetic Leadership, transformational change in educational administration and contextualizing educational administration. It looks into unique challenges and opportunities for prophetic Leadership in educational administration, develops strategies for it, and suggests ways of sustaining it.

Concept of Prophetic Leadership

Prophetic Leadership is a transformative approach emphasizing vision, ethical responsibility, and a commitment to justice, particularly in addressing systemic inequities. Rooted in the principles of prophetic tradition, it involves speaking truth to power, challenging oppressive systems, and envisioning a future that aligns with moral and ethical values. Prophetic leaders are change agents who combine moral courage with a sense of purpose, inspiring others to pursue equity and justice in their respective domains (West, 1982). This leadership model transcends traditional authority by prioritizing values such as integrity, compassion, and a deep commitment to the well-being of the marginalized and vulnerable in society.

Prophetic Leadership also integrates a forward-looking perspective, guiding organizations and communities to embrace change and adopt practices that foster inclusivity and shared growth. According to Heifetz & Linsky (2014) prophetic leaders navigate adaptive challenges by fostering environments that encourage reflection, collaboration, and accountability. They draw on spiritual or ethical frameworks to articulate a compelling vision for the future, leveraging their influence to disrupt the status quo and advocate for systemic transformation. Prophetic Leadership, therefore, embodies a dynamic fusion of vision, advocacy, and action, empowering individuals and communities to work toward a just and equitable society.

Prophetic Leadership in Education

Prophetic Leadership in education is a transformative approach that challenges existing systems and advocates for justice, equity, and inclusivity within educational settings. It is grounded in a

strong moral and ethical framework, where leaders are committed to managing schools and inspiring systemic change. Prophetic leaders use their platforms to address inequities, challenge oppressive policies, and ensure that education is a tool for social transformation. They are driven by a vision of education that prioritizes the needs of marginalized groups, aiming to create environments where all students can thrive. According to Starratt (2012), prophetic Leadership is deeply embedded in moral and ethical decision-making, emphasizing the leader's role as a moral agent. Theoharis (2007) further emphasizes that prophetic leaders must challenge the status quo, advocating for social justice and empowering marginalized communities within educational spaces.

At the core of prophetic Leadership is the belief that education should empower individuals and communities to challenge societal injustices. This leadership style emphasizes critical reflection, active questioning of the status quo, and a deep commitment to fostering a culture of equity and justice. Freire (1970), in his *Pedagogy of the Oppressed*, argues that education should be a means of liberation, empowering learners to critically analyze and act on the world around them. Prophetic leaders engage in practices that challenge traditional power structures and support the development of critical consciousness. Shields (2010) highlights the role of transformative Leadership in addressing social injustices, while Bryk, Schneider & Louis (2009) stress the importance of relational trust and collaboration in achieving systemic change. Prophetic leaders work to ensure that education serves as a path to liberation and empowerment for all learners through collective action, inclusivity, and Moral Leadership.

Concept of Educational Administration

Educational administration refers to managing and coordinating the resources, activities, and personnel within an academic institution or system to achieve its goals effectively. This field encompasses many responsibilities, including policy formulation, resource allocation, staff management, curriculum development, and student support services. According to Hoy and Miskel (2013), educational administration involves applying organizational principles to academic settings, ensuring effective schools and institutions function while promoting teaching and learning. It requires leaders to possess skills in planning, decision-making, and problem-solving, as well as the ability to inspire and manage diverse groups of people.

Furthermore, educational administration is not merely about operational management; it also strongly focuses on fostering an environment conducive to academic and personal growth. Bush (2015) highlights that effective educational administration integrates Leadership with management, emphasizing the importance of vision, ethics, and collaboration in achieving institutional objectives. This approach ensures administrators focus on technical and procedural tasks and consider the broader educational mission of cultivating critical thinking, inclusivity, and lifelong learning. Academic administrators, therefore, play a pivotal role in shaping educational policies and practices that respond to societal needs and aspirations, bridging the gap between theoretical ideals and practical implementation.

Transformational Change in Educational Administration

Transformational change in educational administration refers to profound, systemic shifts to significantly improve institutions' structures, processes, and outcomes. This concept involves moving beyond incremental improvements to reimagining and reshaping the fundamental practices of educational systems. According to Fullan (2001), transformational change requires a

shift in culture and mindset, emphasizing the need for leaders to inspire a shared vision and cultivate an environment of innovation and collaboration. It focuses on empowering educators, fostering creativity, and developing policies that address emerging challenges such as technology integration, inclusivity, and global competitiveness. Leaders at the helm of such change must be able to motivate their teams, navigate resistance, and guide their institutions through periods of uncertainty and adaptation.

Moreover, transformational change in educational administration requires a commitment to equity and inclusivity, ensuring that all stakeholders, particularly marginalized groups, benefit from improvements. Leithwood and Jantzi (2005) argue that transformational Leadership plays a pivotal role in this process, as it involves engaging with stakeholders to build consensus and generate momentum for change. Transformational leaders create opportunities for professional development, encourage collaborative problem-solving, and foster a culture of accountability and excellence. In doing so, they enhance academic outcomes and contribute to the holistic development of students and staff. By addressing both the technical and human dimensions of educational reform, transformational change ensures that institutions remain adaptable and responsive to the evolving demands of society.

Importance of Prophetic Leadership in Creating Transformational Change in Educational Administration

1. Fostering Equity and Inclusion

Prophetic Leadership is vital in promoting equity and inclusion in educational administration by challenging discriminatory practices and advocating for policies that ensure all students have equal access to quality education. Shields (2010) emphasizes that transformative leaders prioritize equity and social justice, addressing systemic inequities that hinder marginalized communities.

2. Inspiring Visionary Change:

Prophetic leaders inspire a compelling vision for the future of education, motivating stakeholders to align with transformative goals. Senge (1990) highlights the importance of visionary Leadership in fostering systemic change, as it enables educational leaders to articulate a shared purpose that resonates with staff, students, and the broader community.

3. Encouraging Collaborative Practices:

Prophetic leaders promote collaboration by engaging diverse stakeholders in dialogue and decision-making. Fullan (2001) asserts that effective change in education is rooted in collective effort and shared responsibility, which prophetic Leadership fosters through inclusive practices and ethical communication.

4. Driving Ethical Reform:

Prophetic Leadership ensures that educational reforms are grounded in ethical principles, focusing on the well-being and dignity of all individuals. Starratt (1994) highlights the moral dimension of Leadership, emphasizing that ethical leaders advocate for justice and accountability, driving meaningful and sustainable change in educational systems.

Through these contributions, prophetic Leadership catalyzes transformational change in educational administration.

Contextualizing Prophetic Leadership in Educational Administration

Contextualizing prophetic Leadership in educational administration involves exploring how visionary and ethically grounded Leadership can address the unique challenges faced by

educational systems in specific cultural, social, and institutional contexts. Prophetic Leadership emphasizes a commitment to justice, inclusivity, and transformative change, making it highly relevant in navigating the complexities of modern educational environments. Shields (2010) states that Leadership goes beyond traditional administrative roles by advocating for systemic reforms that prioritize equity and the holistic development of all stakeholders. By integrating the principles of prophetic Leadership into educational administration, leaders can challenge inequitable practices, inspire meaningful innovation, and guide institutions toward fostering environments of learning, growth, and ethical accountability. The study briefly analyses educational administration's social, political, and cultural context.

Social Context of Educational Administration

The social context of educational administration refers to how societal norms, values, and structures influence the management and Leadership of academic institutions. Educational administrators operate within a framework shaped by societal expectations regarding equality, diversity, and access to education. For instance, Bourdieu's concept of cultural capital highlights how social inequalities manifest within educational settings, impacting students' experiences and outcomes (Bourdieu, 1986). Administrators must address socioeconomic disparities, inclusivity, and community engagement to ensure equitable education. They play a pivotal role in fostering environments that bridge societal divides, ensuring that schools and colleges reflect and serve the diverse populations they educate.

Political Context of Educational Administration

Educational administration is deeply intertwined with political processes, as policies, funding, and governance structures often depend on government intervention and political will. Administrators must navigate political landscapes shaped by competing interests, mandates, and reforms. Ball (1990) argued that education policy often reflects broader political agendas, influencing curriculum design, teacher recruitment, and resource allocation. Education leaders must balance the demands of policymakers with the needs of students and educators, advocating for policies that promote equity and academic excellence. Their ability to manage political influences can determine the effectiveness and sustainability of educational initiatives.

Cultural Context of Educational Administration

The cultural context of educational administration encompasses the beliefs, traditions, and practices that define a community's approach to education. Cultural diversity within schools and institutions presents challenges and opportunities for administrators to create inclusive environments. Hofstede's cultural dimensions theory emphasizes the need for culturally sensitive Leadership in multicultural settings (Hofstede, 1980). Educational administrators must recognize and respect cultural differences, ensuring that curricula, policies, and practices align with the cultural realities of their communities. This cultural competence allows administrators to promote understanding, reduce conflicts, and build trust among diverse stakeholders in education.

Challenges and Opportunities for Prophetic Leadership in Educational Administration

Educational administration's landscape presents significant challenges and unique opportunities for prophetic Leadership as leaders strive to uphold justice, equity, and transformative change within the education system. Prophetic leaders face the challenge of navigating complex political, social, and institutional structures that often prioritize bureaucracy over innovation and inclusivity. At the same time, these leaders have the opportunity to challenge existing systems of power and

inequality, advocating for policies and practices that promote fairness and empowerment, particularly for marginalized communities. Prophetic leaders can drive meaningful change in educational settings by addressing these challenges and seizing opportunities for reform, fostering environments where every learner is valued and given the tools to succeed. However, sustaining this Leadership requires resilience, adaptability, and a deep commitment to the ethical principles of justice and equity that define prophetic Leadership (Serrano, 2020).

Challenges

1. Resistance to change from entrenched interests

Resistance to change from entrenched interests is a significant challenge prophetic leaders face in educational administration, as long-established practices and power structures often hinder efforts toward reform. These resistant forces may include individuals or groups who benefit from the status quo, such as administrators, policymakers, or community members who fear losing influence or control. Fullan (2001) noted that educational leaders often encounter "change resistance" from those who feel threatened by the disruption of traditional practices. Prophetic leaders advocating for transformative change that challenges systemic inequities must navigate these resistance dynamics strategically. They must engage in dialogue, build coalitions, and provide compelling evidence to show that change can benefit all stakeholders, particularly marginalized communities. However, as Avolio (2004) suggest, prophetic leaders must exhibit resilience, persistence, and a long-term vision to overcome such resistance and implement meaningful change.

2. Limited resources and capacity

Limited resources and capacity present a significant challenge for prophetic leaders in educational administration, as they often need to implement transformative changes in underfunded environments that lack the necessary infrastructure. As noted by Leithwood & Slegers (2006) the scarcity of resources; whether financial, human, or technological—can severely limit a leader's ability to implement their vision for change, especially in education systems that are already strained. Prophetic leaders, who typically seek to challenge systemic inequalities and advocate for marginalized communities, often struggle to push their agenda forward when resources are stretched thin. According to Darling-Hammond (2010), educational leaders must be adept at mobilizing available resources creatively, forging partnerships, and advocating for additional support, but this can still be an uphill battle. Despite these challenges, prophetic leaders remain focused on their mission to achieve equity and justice, even if it requires them to work within constraints while seeking innovative solutions to resource limitations.

3. Competing priorities and interests

Competing priorities and interests present a significant challenge for prophetic leaders in educational administration, as they often face balancing the demands of various stakeholders with their vision for systemic change. According to Fullan (2011), educational leaders frequently encounter conflicting expectations from teachers, parents, policymakers, and the community, each with their own interests and priorities. Prophetic leaders who aim to challenge the status quo and advocate for equity and social justice must navigate these competing interests while staying true to their ethical and transformational goals. As noted by Sergiovanni (2007), leaders who promote change often face resistance from those who are comfortable with the existing systems or those whose interests may be threatened by reforms. This tension can create obstacles in advancing

prophetic Leadership, as leaders must skillfully mediate between differing expectations and remain steadfast in their commitment to transformative change despite the pressures they face.

opportunities

1. Building on existing social movements and community organizing efforts

Building on existing social movements and community organizing efforts offers a valuable opportunity for prophetic Leadership in educational administration, as it allows leaders to tap into grassroots support and leverage the collective power of communities striving for change. According to Gaventa (2006), social movements have historically been a source of empowerment and transformation, providing a platform for marginalized voices and advocating for justice. Prophetic leaders can align themselves with these movements to strengthen their efforts, as they share common values of equity, social justice, and human dignity. By connecting with and amplifying the work of community organizations, prophetic leaders can create more inclusive and transformative educational environments. As Freire (2000) noted, community organizing fosters critical consciousness, empowering individuals to transform their academic experiences actively. Thus, building on these efforts allows prophetic leaders to expand their reach, sustain their vision, and amplify their impact in addressing systemic inequalities in education.

2. Leveraging technology and social media to amplify marginalized voices

Leveraging technology and social media provides a powerful opportunity for prophetic Leadership to amplify marginalized voices and advance educational equity. As social media platforms enable real-time communication and widespread dissemination of ideas, prophetic leaders can use these tools to give a voice to underrepresented groups, challenge systemic injustices, and mobilize communities for change. According to Castells (2013), digital networks have become vital spaces for activism, allowing marginalized groups to organize and voice their concerns globally. Prophetic leaders can harness these platforms to build solidarity, raise awareness of educational inequities, and foster inclusive dialogue. Additionally, Giroux (2011) highlights that technology can be a tool for critical pedagogy, enabling leaders to create spaces for reflection and action that empower students, teachers, and communities. By strategically using technology, prophetic leaders can break down exclusion barriers and amplify the call for justice and equality in education.

3. Fostering collaborations and partnerships with other education leaders and stakeholders

Collaborations and partnerships with other education leaders and stakeholders present a significant opportunity for prophetic Leadership to drive meaningful change in educational administration. Prophetic leaders can create a collective force that advocates for systemic reforms and educational equity by building alliances with fellow educators, policymakers, parents, and community organizations. According to Hargreaves and Fullan (2012), collaboration is essential in addressing the complex challenges within education, as it allows for shared resources, knowledge, and strategies. Moreover, prophetic leaders can leverage these partnerships to advocate for marginalized communities, ensure educational policies reflect diverse needs, and foster a more inclusive environment. Leithwood & Jantzi (2006) suggest that strong Leadership within a collaborative framework promotes shared decision-making and greater ownership of educational initiatives, ultimately leading to more sustainable and impactful outcomes. By working together, prophetic leaders and their allies can create a united front for educational justice and reform.

Strategies for Prophetic Leadership in Educational Administration

Prophetic Leadership in educational administration embodies a visionary and transformative approach that seeks to challenge injustices, inspire positive change, and align educational practices with ethical and equitable principles. This leadership style emphasizes foresight, moral courage, and a commitment to addressing systemic inequities within the academic landscape. Strategies for prophetic Leadership involve fostering inclusivity, advocating for marginalized communities, and cultivating a culture of collaboration and innovation (Scanlan & Johnson, 2020). By leveraging ethical decision-making, relational skills and a clear vision for the future, prophetic leaders guide institutions toward fulfilling their mission of providing equitable and transformative education. These strategies empower administrators to lead with integrity and purpose, addressing both the immediate challenges and the long-term aspirations of educational systems, ultimately reshaping the field for more significant social impact. Exploring strategies for prophetic Leadership, such as:

1. Building coalitions and partnerships with community, organizations and stakeholders

Building coalitions and partnerships with community organizations and stakeholders is a pivotal strategy for prophetic Leadership in educational administration, as it fosters collective action and resource sharing to address systemic educational challenges. Prophetic leaders recognize the importance of collaboration in achieving transformative change and work to unite diverse groups toward common goals. Leaders can create synergies that enhance the educational experience, support marginalized communities, and promote equity by engaging with local organizations, parents, policymakers, and cultural institutions. According to Fullan (2011), effective educational Leadership requires building "social capital" by connecting individuals and groups to form networks that drive collective efficacy. This approach amplifies the impact of initiatives and builds trust and mutual accountability among stakeholders. Through coalition-building, prophetic leaders ensure that educational systems are responsive to community needs, culturally relevant, and equipped to foster sustainable growth and inclusivity.

2. Fostering a culture of critical thinking and inquiry

Fostering a culture of critical thinking and inquiry is a vital strategy for prophetic Leadership in educational administration, as it equips students and educators to question norms, challenge injustices, and contribute meaningfully to societal transformation. Prophetic leaders promote an environment where intellectual curiosity, reflective thinking, and problem-solving are integral to the educational process. They encourage dialogue and examining diverse perspectives to develop a deeper understanding of complex issues. Freire (2020) emphasizes the importance of "critical consciousness," where learners engage in reflective inquiry to analyze and act upon their social realities. Similarly, Brookfield (2017) advocates for critical thinking as an essential practice in education, enabling individuals to identify and dismantle oppressive structures. By integrating inquiry-based learning and fostering open dialogue, prophetic leaders create educational spaces that empower students and educators to be innovative, socially responsible, and proactive in addressing educational challenges and beyond.

3. Promoting emancipatory practices that empower marginalized communities

Promoting emancipatory practices that empower marginalized communities is a cornerstone of prophetic Leadership in educational administration. Prophetic leaders recognize the systemic inequalities that affect marginalized groups and actively work to create academic environments

that foster equity and empowerment. Freire (2020) champions "education for liberation," advocating for pedagogy that enables marginalized individuals to examine and transform oppressive realities critically. Prophetic leaders incorporate inclusive curricula, equitable policies, and participatory decision-making processes that reflect the voices and experiences of underrepresented communities. Hooks (1996) underscores the importance of education as a practice of freedom, emphasizing the transformative power of learning spaces that validate diverse perspectives and challenge societal hierarchies. Prophetic leaders address barriers such as access, representation, and opportunity to ensure marginalized communities are included and equipped to influence and lead transformative change in their contexts.

4. Encouraging participatory decision-making and shared Leadership.

Encouraging participatory decision-making and shared Leadership is a vital strategy for prophetic Leadership in educational administration, as it fosters inclusivity, collective ownership, and mutual accountability. Prophetic leaders understand the importance of engaging diverse stakeholders—teachers, students, parents, and community members—in decision-making processes to ensure that policies and practices reflect shared values and address collective needs. Sergiovanni (1992) advocates for Leadership that builds communities of practice, emphasizing collaboration and shared vision as central to educational success. Bolman and Deal (2017) highlight that participatory approaches enable institutions to draw on stakeholders' diverse expertise and perspectives, resulting in more innovative and effective solutions. Prophetic leaders empower others to take active roles in shaping the educational environment by decentralizing authority and promoting shared Leadership. This strategy strengthens trust and transparency and nurtures a culture of collaboration that aligns with the transformative goals of education.

Sustaining Prophetic Leadership in Educational Administration

Sustaining prophetic Leadership in educational administration requires a deliberate focus on resilience, ethical commitment, and continuous engagement with evolving societal and institutional challenges. Prophetic leaders prioritizing equity, justice, and transformative change must cultivate ongoing strategies to maintain their vision and impact. According to Fullan (2001), sustaining Leadership fosters systemic capacity and creates a culture of shared responsibility, where the vision transcends individual leaders and becomes embedded in the institution's fabric. Additionally, Palmer (1998) emphasizes the need for leaders to maintain a reflective practice that connects personal integrity with professional purpose, enabling them to navigate resistance and institutional inertia effectively. By building robust networks, empowering stakeholders, and institutionalizing ethical practices, prophetic leaders can ensure that their transformative agendas persist, fostering educational environments that remain responsive to the needs of diverse communities.

1. Building a Community of Practice Among Prophetic Leaders

Building a community of practice among prophetic leaders is essential for sustaining transformative efforts in educational administration. As conceptualized by Wenger (1998), a community of practice involves groups of individuals who share a common interest and collectively engage in activities to deepen their knowledge and expertise. For prophetic leaders, such communities provide a platform for collaboration, mutual support, and the exchange of innovative ideas to address systemic challenges. These networks foster resilience by creating a sense of solidarity and shared purpose, helping leaders remain committed to their vision despite

institutional or societal resistance (Fullan, 2001). Furthermore, the collective wisdom within these communities aids in identifying effective strategies for promoting equity, justice, and sustainable change. By cultivating relationships rooted in trust and shared ethical values, prophetic leaders can amplify their impact and build lasting frameworks for Leadership that extend beyond individual efforts.

2. Providing Ongoing Professional Development and Support

Ongoing professional development and support are crucial for sustaining prophetic Leadership in educational administration, ensuring leaders remain adaptive, informed, and resilient in the face of evolving challenges. Professional development opportunities, such as workshops, mentoring programs, and collaborative networks, equip leaders with the skills and knowledge to address systemic inequities and foster transformational change (Darling-Hammond et al., 2017). Continuous learning allows prophetic leaders to engage with emerging educational trends, refine their leadership approaches, and deepen their understanding of ethical frameworks. Additionally, robust support systems, including peer networks and access to resources, mitigate burnout and promote well-being, enabling leaders to sustain their commitment to equity and justice (Fullan, 2001). These initiatives help prophetic leaders build capacity within their organizations and communities, fostering a culture of innovation and shared responsibility that upholds the principles of prophetic Leadership over the long term.

3. Fostering a Culture of Self-Care and Wellness

Fostering a culture of self-care and wellness is vital for sustaining prophetic Leadership in educational administration, as it enables leaders to maintain their physical, emotional, and mental resilience in the demanding pursuit of justice and equity. Prophetic leaders often face intense challenges, including resistance to change and systemic inequities, which can lead to burnout if wellness practices are neglected (Maslach & Leiter, 2016). Encouraging self-care through mindfulness, stress management techniques, and work-life balance ensures that leaders remain effective and engaged over time. Moreover, organizations prioritizing wellness create environments where leaders and staff feel valued and supported, enhancing overall morale and productivity (Sinek, 2014). This holistic approach sustains the energy and focus needed for transformational Leadership. It models the importance of well-being for others, fostering a culture that prioritizes human dignity alongside institutional goals.

4. Encouraging succession planning and leadership development

Encouraging succession planning and leadership development is a crucial strategy for sustaining prophetic Leadership, ensuring that the vision and values of prophetic Leadership continue beyond individual leaders. Succession planning helps identify and cultivate future leaders aligned with prophetic Leadership's ethical, justice-driven goals. This process fosters leadership continuity and reduces the risk of a leadership vacuum derailing progress (Hamel & Prahalad, 1994). By investing in leadership development, prophetic leaders prepare the next generation of leaders to carry forward the mission and empower individuals to become agents of change within their communities. Effective succession planning ensures that future leaders possess the necessary skills, moral integrity, and vision to address societal injustices and educational inequities (Kouzes & Posner, 2012). Ultimately, it allows prophetic Leadership to endure and evolve, adapting to changing contexts while remaining rooted in its transformative principles.

Conclusion

The study delves into Prophetic Leadership, which emerges as a vital approach for fostering transformational change within educational administration, addressing the evolving needs of students and communities through a vision-driven and ethically grounded framework. This leadership approach transcends traditional roles to prioritize equity, inclusivity, and social justice by challenging entrenched norms, advocating for justice, and inspiring collective action. Prophetic Leadership equips educators and administrators to confront systemic inequalities, engage with marginalized groups, and reimagine education through values-driven action. The study underscores the strategic application of Prophetic Leadership, exploring its concepts, challenges, and opportunities while offering practical strategies for sustaining its transformative impact. It focused on influencing policies, building strong community relationships, and fostering critical thinking and participatory decision-making. Prophetic Leadership establishes a culture of shared responsibility and accountability; it holds the potential to create an inclusive, ethical, and sustainable educational system capable of meeting current challenges and driving lasting positive change for future generations.

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