(RESEARCH ARTICLE)

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Next-generation leadership for sustainability and avoidance of closure in private Madaris in Bangsamoro autonomous region in Muslim Mindanao

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Abstract

This study comprehensively analyzes the Madrasah educational landscape, examining demographic profiles, leadership practices, sustainability commitment, contributions, and challenges and opportunities within these institutions. The research reveals a diverse and dynamic scenario influenced by varied factors. The Demographic Profile illustrates a versatile distribution across designations, education levels, gender, service years, and student enrollment, emphasizing the multifaceted nature of Madrasah roles. School Directors predominate, underscoring the need for adaptable leadership. Educational Attainment shows a rich academic environment with a prevalence of Bachelor's Degrees and variability from higher qualifications, contributing to a nuanced educational setting. Gender Distribution demonstrates near-equal representation, reflecting a commitment to inclusivity and gender balance within Madrasahs.

Years in Service identifies a prevalent service duration of "11-20 Years," indicating an experienced workforce. Several student analyses highlight the variability in student populations, with a mean count of 5, signifying diverse institution sizes. Leadership Practices emphasize next-generation qualities like Islamic values, bilingual proficiency, and ethical decision-making. Consensus on visionary, adaptable, inclusive, and ethically grounded leadership underscores their significance. Sustainability and Institutional Viability reveal a varied commitment, urging increased dedication. Contributions to sustainability show diverse effectiveness levels. Challenges include financial struggles, resource inadequacy, enrollment fluctuations, and socio-cultural factors. Opportunities encompass continuous learning, financial support, collaboration, and addressing enrollment challenges.

The study stresses the need for effective leadership, financial stability, and collaboration, urging a comprehensive approach to sustainable Madrasah education. Findings form a robust foundation for future research and interventions, guiding enhancements in sustainability, overcoming challenges, and fostering continuous improvement.

Keywords: Sustainability; Leadership practices; Adaptable leadership; Next-generation leadership; Private Schools Challenges

1. Introduction

Like any private school in the Philippines, Private Madaris faces numerous problems throughout their operation. Private Madrasahs' challenges emphasize the critical role of next-generation leaders in addressing sustainability issues and avoiding closure.

Recent changes in the education system have shifted the focus beyond just promoting Education for All (EFA) to a more significant emphasis on achieving inclusive and high-quality education. Global education initiatives led by international

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organizations such as the United Nations, UNESCO, and the World Bank aim to assist various countries in advancing quality education in line with the Sustainable Development Goals (SDGs) for 2030. In the Philippines, collaborative efforts between intergovernmental agencies and non-governmental organizations aim to ensure quality education for all Muslim learners by integrating and institutionalizing madrasah education (Marasigan, 2019).

However, a notable challenge pertains to making education more inclusive to address the specific needs of minority groups within the given context, particularly in quantity. It is crucial to promote education that supports sustainable development. This paper delves into the sustainability concerns surrounding the Madrasah Education Program (MEP) in the Bangsamoro Autonomous Region in Muslim Mindanao, Philippines. Despite numerous programs and policies at various levels of government and inter-agency collaborations, including NGOs, advocating for the integration and institutionalization of madrasah education since the 1976 Tripoli Agreement, the implementation and sustainability of MEP policies still need to be determined for many stakeholders in madrasah education

As an integral component of the Philippine education reform, particularly the K to 12 Curriculum, it is crucial to advocate for inclusive and high-quality education. Rather than concentrating solely on mainstream programs like Science, Technology, Engineering, and Mathematics (STEM); Humanities and Social Sciences (HUMSS); Accountancy et al. (ABM); and General Academics (GA) for the nation's economic advancement, there is a need to broaden the scope. Assessing the current situation, including barriers, challenges, and effective practices of Madaris (Islamic schools) and school teachers nationwide, can significantly benefit Muslim learners, contributing to economic progress and comprehensive national development.

The COVID-19 pandemic came onto the scene.   More than 168 million children globally have been completely closed for almost an entire year due to COVID-19 lockdowns, according to new data released today by UNICEF. Furthermore, around 214 million children globally – or 1 in 7 – have missed more than three-quarters of their in-person learning.

In the Philippines, 425 private schools have closed since 2020. DepEd spokesman Michael Poa said the closure of schools in the past two years affected 20,838 students. He said around 10,000 of the students transferred to public schools.

The analysis of school closure reports notes that 14 countries worldwide have mainly remained closed from March 2020 to February 2021. Two-thirds of those countries are in Latin America and the Caribbean, affecting nearly 98 million schoolchildren. Of the 14 countries, Panama has kept schools closed for the most days, followed by El Salvador, Bangladesh, and Bolivia.

The closure of schools has severe repercussions on the learning and overall well-being of children. Those who are most vulnerable and lack access to remote learning are at a heightened risk of never resuming traditional classroom education, potentially leading to situations such as child marriage or child labor. The most recent data from UNESCO reveals that over 888 million children globally are still grappling with interruptions to their education as a result of both complete and partial school closures.

In the case of Private Madaris in BARMM, there is no official closure report. However, numerous challenges are expressed by the school owners and leaders, with the root cause being financial constraints.   The Ministry of Basic, Higher, and Technical Education has declared that 36 private madaris with 3,834 Muslim pupils have qualified for financial assistance of P5,000 per enrollee per school year, which started in the 2008-2009 school year. The guidelines are contained in DepEd Order No. 81 series of 2007.

DepEd has earmarked P20 million from its 2008 budget as financial assistance to private madaris to encourage Muslim educators to adopt and implement the standard Madrasah curriculum. Then Education Secretary Lapus stated that Each Madrasah recipient will receive financial aid earmarked for a particular purpose: 80% is allocated to pay salaries for teachers responsible for secular subjects, while the remaining 20% is designated for enhancing classrooms and other school facilities. This marks a historic milestone in Philippine education. Private Madaris are now integrated into the National System of Basic Education, adhering to a unified curriculum shared with public schools and private Madaris for the first time.

With the increasing number of private madaris (integrated schools) in BARMM, which are currently 377 in total accredited by the MBHTE Directorate General for Madaris Education, the said government agency needs a system to improve the madrasah management and sustain their implementation—the Coordinating Council of Private Educational Associations of the Philippines (COCOPEA) Managing Director Atty. Joseph Noel Estrada surveyed those schools that expressed their plans for closure. The reason identified is the low turnout of enrollees, which results in constraints on the financial standing of the private schools. According to Solaiman 2021, his study indicated that the

challenges faced by the private madaris in BARMM are (1) the difficulties related to budget funding are viewed as significant; (2) the hurdles concerning the competence of faculty and staff are noteworthy but not deemed severe; (3) the challenges associated with facilities are of moderate concern; and (4) the curriculum poses a challenge, though it is not perceived as a severe issue.

Comprising the BARMM) are Basilan, Lanao del Sur, Maguindanao, Sulu, and Tawi-Tawi provinces, the cities of Cotabato, Lamitan, and Marawi, as well as 63 villages designated as Special Geographic Area (SGA) in North Cotabato province (which itself is not part of the region). With the new BARMM political entity (NPE), the education landscape is changing for the better as the NPE, under Chief Minister Al-Hajj Murad Ebrahim, addresses one of the sore needs of the local Muslims: education backed by enough school classrooms—competent teachers, and dedicated and committed bureaucracy, as well as students hungry for knowledge.

1.1. Rationale

The research on "Next-Generation Leadership for Long-term Sustainability and Avoidance of Closure in Private Madaris in Bangsamoro Autonomous Region in Muslim Mindanao" is likely driven by a multifaceted rationale. Firstly, it may be motivated by a commitment to preserving Madaris's rich cultural and religious heritage, an Islamic educational institution. Understanding how the next generation of leaders can contribute to preserving Islamic culture and traditions in the Bangsamoro region could be a key objective. Secondly, the study may aim to investigate the role of effective leadership in ensuring the long-term sustainability of private Madaris. This involves exploring how these institutions can continue to meet the community's educational needs, considering potential challenges such as financial constraints, regulatory issues, and other threats that could lead to closure. Additionally, the research may delve into the broader implications of Madaris's leadership, exploring how it can contribute to community development in the Bangsamoro Autonomous Region. By addressing challenges and providing insights, the study may offer valuable recommendations for policymakers, educators, and community leaders to enhance the resilience and sustainability of private Madaris in this specific cultural and regional context.

1.2. Research Questions

The study aims to answer the following research questions:

- What is the landscape of private madaris (schools) recognized by MBHTE-DGME regarding recognition, enrollment trends, and financial factors?
- What are the private madaris' pressing challenges surrounding sustainability?
- What are next-generation leadership styles and their correlation to private madaris' sustainability and avoidance of closure?

1.3. Research Objectives

The primary objectives of this research are as follows

- To enumerate different next-generation leadership best practices.
- To establish the correlation between next-generation leadership practices and the sustainability of private madaris in the Bangsamoro Autonomous Region in Muslim Mindanao, Philippines.
- To assess the impact of next-generation leadership on the sustainability of private madaris, thereby preventing closure.

1.4. Scope of the study

Avoidance of Closure in Private Madaris in Bangsamoro Autonomous Region in Muslim Mindanao" likely encompasses a comprehensive examination of various dimensions of leadership, sustainability, and potential closure risks within the specified region. It may include an in-depth analysis of current and prospective leadership practices, focusing on how the next generation of leaders can contribute to preserving and continuing Islamic cultural and educational traditions. The study investigates the educational sustainability of private Madaris by exploring curriculum development, teaching methodologies, and the adaptation of educational practices to contemporary needs. It is likely to address challenges these institutions face, such as financial constraints, regulatory compliance, and other factors that could jeopardize their existence. In addition to educational aspects, the scope may extend to broader community implications, examining how leadership within Madaris contributes to community development in the Bangsamoro Autonomous Region. It could involve studying Madaris's social, cultural, and economic impact on the local population.

Furthermore, the study might involve a comparative analysis of successful and struggling Madaris to identify best practices and challenges. The geographic focus on the Bangsamoro Autonomous Region in Muslim Mindanao indicates a localized approach, considering the region's unique socio-cultural and political context. The scope likely encompasses a holistic investigation into the leadership dynamics of private Madaris to ensure their long-term sustainability and mitigate factors that might lead to closure, all within the specific context of the Bangsamoro Autonomous Region in Muslim Mindanao.

1.5. Limitations of the study

The study "Next-Generation Leadership for Long-term Sustainability and Avoidance of Closure in Private Madaris in Bangsamoro Autonomous Region in Muslim Mindanao" may encounter several limitations that could influence the scope and generalizability of its findings. One notable limitation could be the geographic and cultural specificity of the research, as it concentrates exclusively on the Bangsamoro Autonomous Region. While this focus allows for an in-depth examination of the unique characteristics of Madaris in this area, it may restrict the applicability of the study's conclusions to other regions with distinct cultural, social, or economic contexts. Additionally, sampling bias might be a concern, with the findings potentially reflecting only a subset of Madaris and not providing a representative picture of the entire population. Time constraints also pose a limitation, notably if the study lacks an extended timeframe to observe the long-term effects of proposed leadership strategies.

Moreover, the subjectivity in evaluating leadership effectiveness could impact the study's objectivity, as opinions on effective leadership may vary among stakeholders. Challenges related to data access, potential external influences beyond Madaris leaders' control, and the inclusion of a limited range of stakeholder perspectives are further factors that may influence the study's comprehensiveness and the robustness of its conclusions. When interpreting and applying the study's findings to broader contexts or policy recommendations, these limitations should be considered.

2. Research Methodology

2.1. Research Design

This study will utilize the mixed methods research design, combining both qualitative and quantitative approaches to gain a comprehensive understanding of leadership practices, sustainability challenges, and closure in Private Madaris

2.2. Statistical Treatment

- Descriptive Statistics, such as mean, median, and standard deviation, will summarize critical variables related to leadership effectiveness, financial sustainability, and closure risk in private Madaris.
- Content and Thematic Analysis are used to analyze the qualitative data, identifying recurring themes and patterns or open-ended survey responses for the sustainability and institutional viability and challenges and opportunities in leadership.

2.3. Study Site and Respondents

The research was conducted in the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM). The survey questionnaires were administered to different respondents, such as teachers, administrators, owners, and leaders. The researcher is an overseas Filipino worker in the Middle East due to the distance and limitation of time. There were only 25 respondents who were able to answer the Google form online survey.

2.4. Research Instruments

The researcher used an online survey by distributing questionnaires to the respondents, who are teachers, administrators, owners, and leaders at a private madrasah implementing standardized madrasah curriculum to determine the level of their understanding regarding new generation leadership and how it is practiced in their respective educational institutions.

3. Results

3.1. Demographic Profile in Terms of Designation

The provided dataset offers a snapshot of the demographic distribution regarding designations within a particular context, presumably educational institutions. Among the listed roles, "School Director" emerges as the most frequently

occurring designation, with a frequency of 9 individuals. The dataset's mean, or average frequency across all categories, is calculated to be five individuals, indicating that, on average, there are around five individuals per designation. "School Principal" is the second most common role, with a frequency of 7 individuals. At the same time, both "Assistant Principal" and "Head Teacher" have a frequency of 1 individual, making them the less common designations in the dataset. The designation "Teacher" also has a frequency of 7 individuals, aligning it closely with the frequency of "School Principal." The mode, representing the most frequently occurring value, is identified as 9, corresponding to the frequency of "School Director." The standard deviation, approximately 3.35, suggests some variability in the frequencies of the designations, indicating deviations from the average frequency of 5 individuals. This variability underscores the diverse distribution of individuals across the different roles, shedding light on the composition and dispersion within this demographic profile.

Table 1 Demographic Profile in Terms of Designation

Designation	Frequency	Mean	Mode	Standard Deviation
School Director	9			
School Principal	7			
Assistant Principal	1			
Head Teacher	1	5	9	3.35
Teacher	7			
Total	25			

3.2. Demographic Profile of Respondents in Terms of Educational Attainment

The presented data set provides valuable insights into the educational qualifications within a specific context, likely representing a group of individuals. The most frequently occurring educational qualification is a "Bachelor's Degree," with a substantial frequency of 15 individuals, making it the distribution mode. The mean, or average, educational qualification across the dataset is approximately 8.33, reflecting a moderate intermediate level of education. "Master's Degree" is the second most common qualification, with a frequency of 9 individuals, contributing to the overall diversity of educational backgrounds. Meanwhile, a "Doctorate Degree" is the least standard qualification, with a frequency of 1 individual. The standard deviation of approximately 3.94 indicates a certain degree of variability or dispersion in the dataset, emphasizing differences in educational attainment among the individuals. This dispersion is likely influenced by higher academic qualifications, such as Master's and Doctorate Degrees, alongside the more prevalent Bachelor's Degrees. Overall, the data underscores the diverse educational landscape within this group, capturing variations in qualifications and highlighting the prevalence of individuals with Bachelor's Degrees.

Table 2 Educational Attainment

Educational Attainment	Frequency	Mean	Mode	Standard Deviation
Bachelor's Degree	15			
Master's Degree	9	15	8.33	3.94
Doctorate Degree	1			
Total	25			

3.3. Demographic Profile in Terms of Gender

The provided data set sheds light on the distribution of individuals based on gender within a specific context, possibly representing a sample of 25 individuals. Among the genders, "Female" and "Male" are nearly equally represented, with frequencies of 13 and 12, respectively. The mean, or average, number of individuals is 12.5, indicating a balanced distribution between the two categories. Notably, both "Female" and "Male" have the same frequency, making the dataset bimodal, and the mode is identified as 12.5, reinforcing the symmetry in the distribution. The standard deviation, approximately 0.5, suggests a low level of variability in the dataset, highlighting the close alignment of

individual counts around the mean. This data set signifies a relatively even representation of genders, with a slight numerical prevalence of females, resulting in a balanced and minimally dispersed distribution.

Table 3 Gender

Gender	Frequency	Mean	Mode	Standard Deviation
Female	13	12.5	12.5	0.5
Male	12			
Total	25			

3.4. Demographic Profile in Terms of Years in Service

Table 4 Years in Service

Years in Service	Frequency	Mean	Mode	Standard Deviation
0-10	15			
11-20	9			
21- 30	0	10.2	12	13.26
31-40	0			
41-50	1			
Total	25			

3.5. Demographic Profile of School in Terms of Years in Educational Service

The presented data set focused on the years in educational service, offers quantitative insights into the distribution of individuals based on their service duration within a specific context. The mean years in educational service, calculated at 10.2, are a central measure indicating the average duration. This suggests that, on average, individuals in the dataset have been in educational service for around 10.2 years.

Table 5 Educational Service

Years in Educational Service	Frequency	Mean	Mode	Standard Deviation
0-10	12			
11-20	13			
21- 30	0	10.2	13	1.48
31-40	0			
Total	25			

The mode, identified as "11-20 Years in Educational Service" with a frequency of 13, reveals the most frequently occurring range. This implies that a significant portion of the individuals in the dataset falls within the 11-20 years service duration category, making it a central and prevalent segment.

3.6. Demographic Profile in Terms of the Number of Students in Madrasah (School)

The provided data set presents information on the number of students in a Madrasah (school), including the frequency distribution, mean, mode, and standard deviation.

The mean student count, calculated at 5, represents the average number of students across different ranges. This suggests that, on average, the Madrasah tends to have around five(5) students. The mode is indicated as "multimodal," suggesting that the distribution has multiple modes. However, it is essential to note that modes typically refer to the

values that occur most frequently, and in this context, there might be some confusion. If each range has a unique frequency, it would be more accurate to describe the distribution as "no unique mode," as each range has the same frequency of 3.

Table 6 Number of Students in Madrasah (School)

Number of Students in Madrasah (School)	Frequency	Mean	Mode	Standard Deviation
0-100	7			
101-200	9			
201-300	3	5	the mode is multimodal	2.53
301-400	3			
401- and above	3			
Total	25			

The standard deviation, calculated at approximately 2.53, indicates the extent of variability or dispersion in the student counts. A higher standard deviation suggests more significant variability; in this case, the student counts deviate by an average of approximately 2.53 from the mean.

3.7. Next-Generation Leadership Practices

Table 7 Survey Question: What qualities define a next-generation leader in the context of a Private Madrasah?

Themes	Code	Category	Description
1	Islamic Values	Islamic Assertiveness and Piety	his category encompasses the leader's expected qualities of being "Islamically assertive" and "pious." It emphasizes integrating Islamic values into decision-making, reflecting a commitment to ethical conduct guided by religious principles.
2	Bilingual Property	Language Proficiency	This category focuses on having "equipped knowledge in both secular and Arabic language." It underscores the importance of bilingual proficiency for effective communication and understanding.
3	Leadership Qualities	Leadership Excellence	This category encapsulates the qualities of "Strong Leadership and Commitment." It signifies the expectations for the leader to exhibit strong leadership skills and unwavering commitment to organizational objectives.
4	Ethical Decision-Making	Islamic Values at the Core	This category emphasizes placing "Islamic teachings on top of everything" and considering "Allah's pleasure in every decision." It signifies the integration of religious values into the core of the leader's decision-making process.

3.7.1. Data Interpretation

The data interpretation clearly explains critical themes related to Islamic values, language proficiency, leadership qualities, and ethical decision-making. These themes collectively contribute to a comprehensive perspective on the expected qualities of a leader in the context outlined in the original data.

3.7.2. Data Interpretation

The data interpretation reveals a consensus on the importance of various leadership attributes, emphasizing adaptability, inclusivity, ethical conduct, and strategic vision. The analysis provides insights into the collective perceptions of respondents regarding the significance of different leadership categories.

Table 8 Leadership Practices in Madrasah (School)

Mode of Category	Not Emphasized (1)	Slightly Emphasized (2)	Moderately Emphasized (3)	Emphasized (4)	Strongly Emphasized (5)
Visionary and Purpose Driven	1	9	7	3	5
Adaptability and Agility	3	8	8	4	2
Inclusivity and Collaborative	3	6	12	4	0
Resilience and ethical	2	12	9	2	0
A global and local perspective	3	9	4	9	0
Continuous learning and mentoring	4	8	5	7	1
Measuring impact: Financial and society	5	9	3	6	2
Financial acumen and resource management	3	10	5	7	0
Crisis Management and Adaptive Strategies	4	5	8	6	2

Table 9 Survey Questions: Please rate the extent to which the following leadership practices are emphasized in your Madrasah

Leadership Practices in Madrasah (School)				
Themes	Code	Category	Subcategory	Description
1 Leadership Vision and Purpose	Visionary and Purpose Driven	Strategic Leadership	Visionary Leadership Purpose-Driven Leadership	This theme represents the emphasis on leaders having a clear vision and a purpose-driven approach, as indicated by the notable scores in "Slightly Emphasized" and "Moderately Emphasized."
2 Adaptability and Agility	Adaptability and Agility	Flexibility and Adaptability	2.1. Adaptability 2.2 Agility	This theme reflects the importance of leaders being adaptable and agile in the face of change, as evident in the scores of "Slightly Emphasized," "Moderately Emphasized," and "Emphasized."
3 Collaborative Leadership	Inclusivity and Collaborative	Collaborative Leadership	3.1 Inclusivity 3.2 Collaboration	This theme signifies the emphasis on leaders fostering inclusivity and collaboration, particularly in the "Moderately Emphasized" and "Emphasized" categories.
4 Ethical Leadership and Resilience	Resilience and Ethical	Ethical Leadership and Resilience	4.1 Ethical Leadership 4.2 Resilience	This theme indicates the significance of ethical conduct and resilience in leadership, with notable scores in "Moderately Emphasized" and "Emphasized."

5	Global Perspective	Global and Local Perspective	Global perspective	Global Outlook	This theme highlights the importance of leaders' global perspective, with "Moderately Emphasized" and "Emphasized" scores.
6.	Learning Culture and Mentoring	Continuous learning and mentoring	Learning Culture	6.1 Continuous Learning 6.2 Mentoring	This theme underscores the value of learning culture and mentoring, particularly in the "Moderately Emphasized" and "Emphasized" categories.
7	Impact Measurement	Measuring impact: Financial and society	Impact Measurement	7.1 Financial Impact Measurement 7.2 Societal Impact Measurement	This theme indicates a focus on leaders measuring their impact, with noteworthy scores in "Emphasized" and "Strongly Emphasized.
8	Financial Management	Financial acumen and resource management	Financial Management	8.1 Financial Acumen 8.2 Resource Management	This theme highlights the importance of financial acumen and resource management, particularly in the "Slightly Emphasized" and "Moderately Emphasized" categories.
9	Crisis Leadership	Crisis Management and Adaptive Strategies	Crisis Leadership	9.1 Crisis Management 9.2 Adaptive Strategies	This theme signifies the importance of leaders demonstrating crisis management skills and adaptive strategies, with notable scores in "Moderately Emphasized" and "Emphasized.

3.7.3. Data Interpretation

The data interpretation provides insights into the Madrasah (School) leadership practices based on the identified themes, indicating shared perceptions and recognitions of the importance of various leadership attributes.

3.8. Sustainability and Institutional Viability

Table 10 Madrasah's commitment to sustainability initiatives

Commitment to sustainability initiatives	Not Committed (1)	Slightly Committed (2)	Moderately Committed (3)	Committed (4)	Highly Committed (5)
	8	10	4	1	2

3.8.1. Data Interpretation

- Not Committed (1): 8 responses indicate a need for more commitment to sustainability initiatives. This suggests that some surveyed individuals or entities expressed low engagement or commitment to sustainability practices.
- Slightly Committed (2): The data shows ten (10) responses falling under the "Slightly Committed." It suggests a moderate interest or commitment to sustainability initiatives but indicates that a significant portion still falls in the lower commitment range.
- Moderately Committed (3): 4 responses indicate a moderate commitment to sustainability initiatives. It suggests that some individuals or entities have shown a noticeable dedication to sustainability practices, although it is not the highest level of commitment.
- Committed (4): One response falls under the "Committed." It indicates that at least one entity or individual has expressed a relatively high commitment to sustainability initiatives, showing an evident dedication to environmentally friendly practices.

- Highly Committed (5): Two responses fall under the category of "Highly Committed." It indicates that a small but notable portion of the surveyed entities or individuals have demonstrated a strong dedication and active involvement in sustainability initiatives.

The interpretation of the data suggests a varied level of commitment to sustainability initiatives among the surveyed entities or individuals. While a significant portion falls within the "Slightly Committed" range, indicating some interest in sustainability, there are notable instances of moderate to high commitment. The data reflects a diverse spectrum of engagement with sustainability practices, with potential for improvement and increased commitment across the surveyed population.

3.9. Thematic Analysis

Table 11 Survey Question: How would you rate your Madrasah's commitment to sustainability initiatives?

	Themes	Codes	Category	Description
1	Low Commitment	Not committed (1)	Lack of Interest Limited Involvement	This theme represents the responses categorized as "Not Committed (1)." It suggests a low level of engagement, with subcategories indicating a potential lack of interest or limited involvement in sustainability initiatives among a portion of the surveyed entities or individuals.
2	Moderate Commitment	Slightly Committed	2.1 Emerging Interest 2.2 Moderate Involvement	This theme represents the responses categorized as "Slightly Committed (2)." It suggests a moderate level of commitment, with subcategories indicating an emerging interest or mild involvement in sustainability initiatives. While there is some commitment, it may require further development.
3	Considerable Commitment	Moderately Committed (3)	Considerable Dedication 3.1 Notable Commitment 3.2 Moderately Sustainability Practices	This theme represents the responses categorized as "Moderately Committed (3)." It suggests a considerable level of commitment, with subcategories indicating notable dedication and the adoption of moderate sustainability practices among the surveyed entities or individuals.
4	High Commitment	Committed (4)	High Commitment 4.1 Clear Direction 4.2 Demonstrated Commitment	This theme represents the response categorized as "Committed (4)." It suggests a high level of commitment, with subcategories indicating evident dedication and demonstrated commitment to sustainability initiatives among at least one entity or individual.
5	Very High Commitment	Highly Committed	Very High Commitment 5.1 Strong Dedication 5.2 Active Involvement	This theme represents the responses categorized as "Highly Committed (5)." It suggests a very high level of commitment, with subcategories indicating strong dedication and active involvement in sustainability initiatives among a small but notable portion of the surveyed entities or individuals.

The qualitative thematic analysis reveals a spectrum of commitment to sustainability initiatives, ranging from low to very high. While a significant portion shows moderate commitment, notable instances of considerable and high commitment indicate diverse levels of engagement and dedication among the surveyed entities or individuals. The identified themes and subcategories provide a nuanced understanding of the qualitative aspects of each commitment level.

Table 12 Next-generation leadership contributed to the sustainability and avoidance of closure in your Madrasah

Mode of Category	No Contribution (1)	Minimal Contribution (2)	Moderate contribution (3)	Significant Contribution (4)	Exceptional Contribution (5)
Financial stability and resource allocation	4	10	5	4	2
Enrollment rate management and growth strategies	6	8	5	6	0
Crisis response and risk mitigation	3	10	10	2	0
Long-term strategic planning	2	10	8	4	1

3.9.1. Data Interpretation

The data interpretation reveals a varied level of contributions across different categories. While some entities or individuals have made minimal contributions, there are notable instances of moderate to significant contributions. Additionally, in certain areas, there are exceptional contributions from a small but noteworthy group. It suggests diverse involvement and effectiveness in the surveyed entities or individuals regarding financial stability, enrollment rate management, crisis response, and long-term strategic planning.

3.10. Thematic Analysis

Table 13 Survey Question: To what extent has next-generation leadership contributed to the sustainability and avoidance of closure in your Madrasah?

Themes		Codes	Category	Description
1,2,3,4	Financial Management Enrollment Rate Management Crisis Response and Risk Mitigation Long-term Strategic Planning	No contribution (1)	Lack of Financial Involvement	This theme represents instances where entities or individuals did not contribute to financial stability and resource allocation. The code indicates a minimal or no engagement in financial management practices.
		Minimal Contribution (2)	Limited Financial Involvement	This theme represents instances of minimal contributions to financial stability and resource allocation. While there is some engagement, the level of involvement is considered minimal.
		Moderate Contribution (3)	Moderate Financial Involvement	This theme represents instances where entities or individuals contributed moderately to financial stability and resource allocation. The code indicates a notable but not exceptional level of involvement in financial management.
		Significant Contribution (4)	Notable Financial Involvement	This theme represents instances of significant contributions to financial stability and resource allocation. The code indicates a noteworthy level of involvement, suggesting effective financial management practices.
		Significant Contribution (5)	Exceptional Financial Involvement	This theme represents instances where entities or individuals contributed exceptionally to financial stability and resource allocation. The code indicates high involvement, showcasing outstanding financial management practices.

The qualitative thematic data analysis reveals a spectrum of contributions in different aspects, ranging from no or minimal involvement to exceptional and noteworthy contributions. Each theme represents a level of engagement, providing insights into the effectiveness and commitment of entities or individuals in financial management, enrollment growth, crisis response, and long-term strategic planning. This analysis facilitates a nuanced understanding of the diverse landscape of contributions across the surveyed entities or individuals.

4. Challenges and Opportunities

Table 14 Survey Questions: What challenges do you perceive in implementing next-generation leadership practices for sustainability and avoiding closure in your Madrasah?

	Verbatim Thematic Analysis of challenges perceived in implementing next-generation leadership practices for sustainability and avoiding Madarasah closure			
	Themes	**Codes**	**Category**	**Description**
1	Financial Challenges	Financial Struggles	Financial Issues	The responses highlight financial challenges as a common theme. Participants mention issues related to insufficient funds, the need for economic sustainability, and the impact of financial constraints on various aspects of education, including facilities, tuition fees, and achieving a high curriculum.
2	Educational Resources and Quality	Teacher Knowledge and Resources	Teacher Competence and Resources	The responses suggest that challenges can be mitigated through well-equipped and knowledgeable teachers. The emphasis is on addressing challenges by ensuring teachers are adequately trained and possess the necessary resources.
3	Enrollment and Curriculum Challenges	Enrollment Fluctuations	Enrollment Challenges	Participants note challenges related to fluctuations in enrollment, significantly when numbers decrease. There is also a mention of challenges in achieving a high curriculum due to a need for more facilities.
4	Social and Cultural Factors	Social and Cultural Influences	Societal and Cultural Factors	The responses touch on challenges stemming from societal and cultural factors. Issues such as the perception of Madrasah education, societal beliefs, and the need for a proper mindset among parents are highlighted.
5	Collaboration and Governance	Collaborative Approach	Collaboration and Governance	The responses emphasize the importance of collaboration with relevant agencies, good governance, and strategic leadership. Participants suggest that addressing challenges requires working together and having assertive leadership, especially in financial matters.
6	Peace and Order	Peace and Order	Peace and Order Concerns	Peace and order issues are mentioned as challenges. Participants highlight the need for a conducive environment and collaboration with agencies to address these concerns.
7	Societal Issues	Ignorance, Poverty, and Worldly Desires	Societal Challenges	The responses point to broader societal challenges, including ignorance, poverty, and worldly desires. These factors are identified as contributing to the overall challenges faced by Madrasah education.
8	Sustainability and Belief	Sustainability and Belief	Sustainability and Belief System	There is an acknowledgment of the need for sustainability in funds and a mention of challenges related to the belief system, particularly among parents. The importance of instilling the right mindset is highlighted.

The verbatim thematic analysis reveals various challenges, including financial struggles, enrollment fluctuations, social and cultural influences, collaboration and governance needs, peace and order concerns, broader societal issues, and the importance of sustainability and the belief system. Participants emphasized the role of well-equipped teachers, collaborative efforts, and assertive leadership in addressing these challenges.

Table 15 Survey Question: Are there specific opportunities or areas where next-generation leaders could further enhance sustainability efforts and avoid closure in your Madrasah?

Verbatim Thematic Analysis on opportunities for next-generation leaders to enhance sustainability efforts to avoid the closure of Madrasah			
Themes	**Codes**	**Category**	**Description**
1 Continuous Learning and Improvement	Continuous Learning	Learning and Improvement	Participants emphasized the importance of continuous learning, implementation, and evaluation to enhance Madrasah education. This theme underscores the need for ongoing efforts to improve educational practices.
2 Financial Support and Government Assistance	Financial Support	Financial Assistance	Several responses highlight the significance of financial support, specifically government financial assistance and additional funds. The participants express that sustained financial aid ensures no child is left behind.
3 Enrollment Challenges and Parental Engagement	Enrollment Challenges	Parental Engagement and Enrollment	Some responses address challenges related to convincing parents to enroll their children, mainly due to financial stability. The decrease in enrollees is mentioned, and the importance of parents supporting their children's education is emphasized.
4 Bangsamoro Homeland	Bangsamoro Homeland	Cultural and Regional Identity	"Bangsamoro Homeland" is mentioned, reflecting a connection to cultural and regional identity. The brief response suggests a sense of cultural pride and connection to the Bangsamoro region.
5 Long-Term Financial Plan	Long-Term Financial Plan	Future Financial Planning	Some participants expressed the need for long-term financial planning to ensure sustainability. This theme reflects a forward-looking perspective on financial management.
6 Partnership and Collaboration	Partnership and Collaboration	Collaborative Efforts	Responses highlight the importance of partnerships with other institutions and collaborative efforts. This theme underscores the idea that collaboration is essential for the success and sustainability of Madrasah education.
7 Quality Education Services	Quality Education Services	Quality Education	Participants emphasized the importance of maintaining and supporting quality education services. Parents' satisfaction with the quality of education is seen as a critical factor in sustaining Madrasah institutions.
8 Promotion of Peace and Order	Peace and Order Promotion	Peace and Order	Promoting peace and order is mentioned as a solution, with education viewed as the primary means to achieve it. This theme reflects the belief that education is crucial in promoting peace within the community.
9 Opportunities and Sustainable Efforts	Opportunities and Sustainability	Opportunities and Sustainability	Participants express the need for specific opportunities and sustainable efforts, such as having competitive teachers, a standard teaching approach, and continuous support for Madrasah. This theme reflects a holistic perspective on factors contributing to sustainability.

10	Seminars and Knowledge Sharing	Seminars and Knowledge Sharing	Educational Seminars	The desire for seminars and knowledge-sharing events is mentioned to enhance education. This theme suggests a focus on continuous learning and professional development for educators.

The verbatim thematic analysis reveals a rich tapestry of perspectives, emphasizing continuous learning, financial support, enrollment challenges, cultural identity, long-term planning, collaboration, quality education services, peace and order, specific opportunities, seminars, and acknowledging existing opportunities. The participants' responses reflect a comprehensive understanding of the factors influencing the enhancement and sustainability of Madrasah education.

5. Discussion

- *Demographic Profile:* The demographic profile indicates a diverse distribution of roles within the Madrasah, with School Directors being the most common designation. The mean frequency of individuals across designations is 5, showing an average representation. The dataset's standard deviation of approximately 3.35 indicates frequency variability, emphasizing the diverse composition of roles.
- *Educational Attainment:* The majority have a Bachelor's Degree, with a notable frequency of 15. The mean educational attainment is 8.33, suggesting a moderate intermediate level of education across the dataset. The standard deviation of 3.94 indicates variability, reflecting the presence of higher academic qualifications like Master's and Doctorate Degrees alongside prevalent Bachelor's Degrees.
- *Gender:* The dataset shows a nearly equal representation of males and females, with a mean of 12.5. The bimodal nature, with both genders having the same frequency, indicates a balanced distribution. The low standard deviation of 0.5 signifies minimal variability in gender distribution.
- *Years in Service:* The mean years in service for individuals in the Madrasah is 10.2, suggesting an average duration of service. The "11-20 Years in Educational Service" mode with a frequency of 13 indicates a prevalent and central segment within the dataset.
- *Number of Students:* The mean student count is 5, suggesting an average of around five students per Madrasah. The multimodal nature offers multiple modes in student counts. The standard deviation of approximately 2.53 indicates variability in student counts.

5.1. Leadership Practices: Next-Generation Leadership Qualities

Thematic analysis identified Islamic values, bilingual proficiency, leadership excellence, ethical decision-making, and global/local perspective. These themes collectively contribute to defining a next-generation leader in the Madrasah context.

- *Leadership Practices in Madrasah:* Leadership practices, such as visionary and purpose-driven leadership, adaptability, inclusivity, resilience, global/local perspective, continuous learning, impact measurement, financial management, and crisis leadership, were assessed. The data interpretation reveals a consensus on the importance of these attributes, emphasizing their significance for effective leadership.

5.2. Sustainability and Institutional Viability: Commitment to Sustainability Initiatives

The commitment to sustainability initiatives varies, with responses spanning from "Not Committed" to "Highly Committed." The thematic analysis provides a nuanced understanding of the qualitative aspects associated with each level of commitment.

- *Contributions to Sustainability:* Responses on contributions to sustainability in financial stability, enrollment management, crisis response, and long-term planning vary. Thematic analysis categorizes contributions into levels, ranging from "No Contribution" to "Exceptional Contribution," providing insights into the effectiveness of next-generation leadership practices.
- *Challenges and Opportunities:* Verbatim thematic analysis identified challenges, including financial struggles, educational resource inadequacy, enrollment fluctuations, social and cultural factors, collaboration and governance needs, peace and order concerns, societal issues, and sustainability and belief system challenges.
- *Opportunities:* Opportunities for next-generation leaders include continuous learning, financial support, addressing enrollment challenges, cultural identity preservation, long-term planning, collaboration, quality education services, peace promotion, specific opportunities, seminars, and acknowledgment of existing opportunities.

The demographic profile showcases a diverse representation, reflecting a range of roles, educational backgrounds, gender balance, and service durations. Leadership practices reveal a shared emphasis on essential attributes for next-generation leaders. The commitment to sustainability initiatives varies, emphasizing the need for increased dedication across surveyed entities. Contributions to sustainability highlight varying effectiveness in financial management, enrollment, crisis response, and long-term planning. Challenges encompass economic, educational, enrollment, cultural, collaborative, peace-related, societal, and belief-related issues. Opportunities point towards continuous learning, financial support, addressing enrollment challenges, cultural identity preservation, and the importance of collaboration.

The study provides a comprehensive understanding of the Madrasah context, shedding light on challenges and opportunities. Addressing these challenges and leveraging opportunities is essential for the sustainable development of Madrasah education, requiring a holistic approach that combines effective leadership practices, financial stability, and collaboration with key stakeholders. Future research and interventions should focus on implementing strategies to enhance sustainability efforts and address identified challenges.

6. Conclusion

The comprehensive analysis of the demographic profile, leadership practices, commitment to sustainability initiatives, contributions to sustainability, and perceived challenges and opportunities within the Madrasah context provides valuable insights into the dynamics of educational institutions. The study reveals a diverse and dynamic landscape shaped by the interplay of various factors.

- *Demographic Profile:* The demographic distribution across designations, educational backgrounds, gender, years in service, and student enrollment portrays the multifaceted nature of roles within the Madrasah. School Directors emerge as the most common designation, and the dataset's variability underscores the diverse composition of roles, indicating the need for versatile leadership.
- *Educational Attainment*: The predominance of individuals with Bachelor's Degrees, coupled with the variability introduced by Master's and Doctorate Degrees, reflects a rich educational landscape. The data suggests a balanced mix of academic qualifications, contributing to a nuanced educational environment within the Madrasah.
- *Gender Distribution:* The near-equal representation of males and females, with a bimodal distribution, signifies a balanced and minimally dispersed gender distribution. This finding reflects a commitment to inclusivity and gender balance within the Madrasah.
- *Years in Service*: The prevalent mode of "11-20 Years in Educational Service" indicates a central and chief segment regarding service duration. The average of 10.2 years suggests an experienced workforce, contributing to the stability and institutional knowledge within the Madrasah.
- *Number of Students:* The multimodal nature of the student count distribution highlights variability, suggesting that different Madrasahs may cater to varying student populations. The mean student count of 5 underscores the diversity in the size of educational institutions within the Madrasah context.
- *Leadership Practices:* Identifying next-generation leadership qualities, such as Islamic values, bilingual proficiency, and ethical decision-making, provides a clear framework for defining effective leadership within the Madrasah context. The assessment of leadership practices underscores the consensus on the importance of visionary, adaptable, inclusive, and ethically grounded leadership.
- *Sustainability and Institutional Viability:* Committing to sustainability initiatives exhibits a varied landscape, calling for increased dedication across entities. Contributions to sustainability, assessed in financial stability, enrollment management, crisis response, and long-term planning, reveal diverse levels of effectiveness among next-generation leaders.
- *Challenges and Opportunities:* Thematic analysis reveals financial struggles, educational resource inadequacy, enrollment fluctuations, and socio-cultural factors as significant hurdles. Conversely, opportunities encompass continuous learning, financial support, collaboration, and addressing enrollment challenges.

The study contributes to a holistic understanding of Madrasah education, emphasizing the need for effective leadership, financial stability, and collaboration. The challenges identified necessitate strategic interventions, while opportunities point towards improvement and growth. A comprehensive approach that addresses demographic dynamics promotes effective leadership practices and fosters commitment to sustainability initiatives, which is crucial for the sustainable development of Madrasah education.

In conclusion, the findings provide a robust foundation for future research and interventions, guiding efforts towards enhancing sustainability, overcoming challenges, and fostering continuous improvement within the Madrasah context.

Compliance with ethical standards

Disclosure of conflict of interest

Allocation of resources, whether financial or human, might lead to conflicts, especially when balancing the needs of sustaining private madaris and meeting broader regional educational goals.

Community Engagement

Conflicts may arise in engaging the community, as differing opinions on the role of education, leadership, and sustainability could create tension.

External Influences

External influences, such as regional or national policies, may conflict with the localized needs and aspirations of the Bangsamoro Autonomous Region.

Integration of Modern and Traditional Education

Conflict may emerge in finding the right balance between incorporating modern educational approaches for sustainability while respecting and preserving traditional madrasa teachings.

Statement of informed consent

The study title is "Next-generation Leadership Towards Sustainability and Avoidance of Closure of Private Madaris in Bangsamoro Autonomous Region in Muslim Mindanao." This study explores strategies for sustaining Private Madaris in BARMM through next-generation leadership. Participants may be interviewed or complete surveys, taking approximately 30 minutes. Minimal risks; potential benefits include contributing insights for Madaris's sustainability. Your identity will remain confidential; data will be stored securely. Your participation is voluntary; you may withdraw at any time without consequences.

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