Pushing Through Academic Legacy, Generativity in the Narratives of Retired Educators: Basis for Proposed Future Productivity Plan

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Abstract— This study examined the experiences of retired school leaders who transitioned to new leadership roles after retirement. Participants who held significant pre-retirement positions within the educational sector, were analyzed across diverse age groups (range: 60-65 years). Motivations for continued leadership engagement were influenced by personal, financial, and systemic factors. Pre-retirement leadership styles varied, with post-retirement endeavors marked by resilience and adaptability. Key findings revealed: (1) Post-retirement leadership emphasized transformative and democratic values, highlighting continuous improvement, kindness, and fairness. (2) Retirees pursued diverse aspirations, including entrepreneurship, community engagement, and ongoing educational leadership. Sustaining professional contributions relied on strategies for health management, technology utilization, and relationship cultivation. (3) Retirees demonstrated a proactive and passionate approach to post-retirement endeavors, prioritizing productivity, creativity, and legacy creation. This commitment manifested in initiatives focused on nurturing leadership potential, fostering community engagement, enhancing research skills, showcasing successful leadership models, and mentoring students. The study underscored the significant contributions retired school leaders continue to make, informing discussions on retirement policies and support mechanisms within the educational sector.

Keywords— education, educational leadership, generativity, post-retirement leadership, retired educators, school leaders

INTRODUCTION

The study of educational leadership, while originating in the late 1980s, gained significant momentum in the early 21st century, likely propelled by ongoing transformations within educational systems. This surge in interest aligns with the growing recognition that effective leadership profoundly influences the quality of education for both students and institutions (Santamaria, 2016). Educational leadership, characterized as the dedicated endeavor to guide and influence educators to enhance learning across all institutions, encompasses roles such as principals, administrators, and school site leaders (Santamaria, 2016). However, the field has evolved to embrace transdisciplinary perspectives and models, resulting in dynamic and evolving theories of leadership with implications for future career trajectories. Comparative research methodologies have been instrumental in elucidating the complexities of leadership within diverse educational contexts, particularly during periods of transition or career shifts.

Traditionally, educators faced a pivotal decision upon reaching retirement age: withdraw from full-time academic responsibilities or seek alternative avenues for continued professional engagement. While retirement is often perceived as the cessation of the employee-

employer relationship, whether voluntary or involuntary, this study challenges that notion.

Furthermore, this research is underscored by the anticipated impact of population aging on societies worldwide. The United Nations (2017) highlights the fiscal and political pressures that healthcare, pension, and social protection systems will encounter in the coming decades. Kojola and Moen (2016) observe that traditional career and retirement patterns are shifting amidst economic, social, and political upheaval. As the concept of "lock-step" retirement diminishes, individuals are delaying retirement and navigating transitions between paid employment and other pursuits. This study recognizes that these choices are influenced by life course changes, cultural norms, gender and class roles, and workplace expectations.

Building upon the anticipated societal shifts and evolving retirement paradigms, this study sought to investigate the motivations of retired educators in pursuing post-retirement careers, whether aligned with their previous work or representing a departure from it. It also aimed to examine the practices of participants from various institutions and explore the potential

support these institutions offered for post-retirement careers.

By exploring this phenomenon, the study sought to contribute to the development of future career plans for educators approaching retirement. It aimed to facilitate continued career pathways for these individuals, while simultaneously leveraging their skills and knowledge to enhance the quality of education for students. The study also sought to uncover the specific benefits, both for retirees and institutions, of pursuing education-oriented endeavors after retirement, a particularly salient issue within the local context. Furthermore, by utilizing the collected data to formulate a career transition plan for retiring educators, the study aimed to directly address its core focus area.

Methodologically, this study employed a phenomenological approach, drawing upon the experiential knowledge gleaned from participant narratives. It aimed to offer retirees potential career pathways after retirement and illuminate how they could successfully remain in the workforce, whether for financial reasons or to continue contributing to society through education.

MATERIALS AND METHODS

To address the research questions, this study employed a qualitative research design rooted in a phenomenological approach, guided by Creswell's (2003) framework. This approach acknowledged the value of diverse perspectives and emphasized the use of language in understanding human experiences (West, 2012). In alignment with Groenewald's (2004) perspective, the researcher sought to capture the essence of the participants' lived experiences without imposing pre-conceived frameworks, remaining faithful to the data. Following Creswell's (2003) recommendations for phenomenological research, the study proceeded through distinct phases: the formulation of qualitative research questions, the collection of qualitative data through in-depth interviews, the analysis of the collected data, and the interpretation of the results. Creswell (2003) emphasized the importance of comprehensive data collection and rigorous analysis to arrive at a meaningful interpretation. The descriptive nature of phenomenological research, as described by Creswell and Creswell (2018), allowed for a rich and detailed portrayal of the phenomenon under investigation, culminating in a comprehensive understanding of the shared experiences of individuals who had encountered the phenomenon.

Research Instrument

This study employed semi-structured interviews as the primary data collection method. The semi-structured interview guide was developed based on a comprehensive review of relevant literature and validated by three experts: a psychologist and two English teachers. This validation process ensured that the interview questions were aligned with the study's objectives and effectively elicited the desired information. The interview guide aimed to explore the narratives of retired school leaders regarding their retirement experiences, the challenges they encountered, and their strategies for navigating these challenges as they embarked on post-retirement careers.

To assess the reliability of the instrument, pilot testing was conducted with colleagues of the researcher. This pilot testing allowed for the identification and refinement of any limitations in the interview guide, ensuring its coherence, credibility, and ability to elicit rich and meaningful data from the participants. In addition to the interview guide, observations were conducted to gather contextual information about the participants' current roles and work environments. This provided valuable insights into how participants continued to exercise leadership in their post-retirement careers.

Research Procedure

Following the approval of the research panel and the incorporation of their feedback, a letter of informed consent was electronically sent to the prospective participants. This letter outlined the study's purpose, procedures, and ethical considerations, including assurances of anonymity and confidentiality. Participants were allowed to review the interview guide questions (IGQ) before the scheduled interview to facilitate their decision-making regarding participation.

Upon obtaining informed consent, interviews were scheduled with each participant at their convenience. A reminder letter was sent one week before the scheduled interview, which was also noted on their calendars. The interviews were conducted in a private setting, ensuring confidentiality and minimizing distractions. With the participants' permission, the interviews were audio-recorded to ensure accuracy and completeness of the data. Each interview lasted no longer than 60 minutes.

Immediately after each interview, the researcher transcribed the recordings verbatim. These transcripts served as the primary data source for analysis. The study

employed a descriptive phenomenological approach to analyze the narratives, focusing on the essential elements of generativity as expressed by the participants. A total of seven current institutional/educational leaders were interviewed individually. To ensure the trustworthiness of the findings, the researcher sought feedback from the participants, comparing the descriptive results with their lived experiences. This member-checking process enhanced the credibility and validity of the study's findings.

RESULTS AND DISCUSSION

Table 1. Participants' responses regarding their leadership style as educational leaders prior to retirement

Theme	Participants	Response
Kindness	Participant 1	Emphasized being a kind and approachable leader, willing to help and give advice.
Fairness	Participant 2	Highlighted the importance of equitable treatment and maintaining good rapport with subordinates and students.
Consideration	Participant 3	Demonstrated consideration for the needs and perspectives of others, fostering a valued and respected environment.
Transformational Approach	Participant 4	Committed to inspiring and involving the team in decision-making processes, associated with achieving organizational goals.
Democratic Values	Participant 5	Believed in democratic leadership, involving team members in decision-making processes to foster collaboration and progression.
Leading by Example	Participant 6	Actively engaged in training others and set an example for the team through actions, fostering a culture of continuous improvement.
Democratic and Evolving Approach	Participant 7	Expressed belief in a democratic approach and recognized the evolving nature of leadership, emphasizing adaptability and progression.

Table 2. Responses of the participants regarding the important traits and ideal strategies they employed to accomplish tasks

Theme	Participants	Response
Family Oriented Approach	Participant 1	"Treating team members as family and being willing to listen to their problems."
	Participant 7	"Treating team members as one family, emphasizing the cultivation of a positive relationship for smooth task accomplishment."
Humanity and Patience	Participant 2	"Advocated for treating everyone humanely and being more patient."
	Participant 4	"Described a leadership style that, while strict, was also very humane, demonstrating patience, particularly when necessary."
Fair and Just Treatment	Participant 3	"Specifically mentioned the commitment to fair treatment as a vital aspect of their leadership style."
Transparency	Participant 5	"Specifically mentioned the importance of transparency as a guiding principle."
Leadership with Love	Participant 6	"Described leading with love, a heart, and a mind full of emotions as a fundamental aspect of their leadership style."
Building Strong Relationships	Participant 7	"Portrayed a leadership style that treated team members as one family, fostering a good relationship to facilitate smooth task accomplishment."

Table 3. Participants responses regarding significant impact of leadership

Theme	Participants	Response
Fostering Success and Impactful Leadership	Participant 1	"Desire to witness students succeeding in their professions."
	Participant 2	"Aspired to elevate the school's standing to one of the top three in San Ildefonso."

	Participant 3	"Commitment to seeing students complete their studies and achieve success in life."
	Participant 4	"Extension of love and support to enhance the work undertaken."
	Participant 5	"Proudly noted the success of students who have become educational leaders."
	Participant 6	"Commitment to supporting students on their path to success."
	Participant 7	"Focus on the success of initiated projects highlights a leadership impact at the institutional level."

Table 4. Participants' plans after separation from the service

Theme	Participants	Response
Agricultural Focus and Business Ventures	Participant 2	"Concentrated in agriculture, engaged in business, and became the owner of a school."
	Participant 7	"Assisted her husband on their farm and followed up with students during their job training."
Educational Service and Community Involvement	Participant 1	"Focused on my farm and served as the director of San Ildefonso Water District."
	Participant 3	"Continue services as an educator and serve the community, church, and other organizations."
	Participant 5	"Continue serving as an educational leader and consultant."
Family-Centric Approach	Participant 6	"To focus on my family needs and be rehired."
Holistic Contribution and Research Support	Participant 4	"Continued helping people, particularly in research and in the educational field, to grow and develop themselves in the profession they are in."

Table 5. Participants' responses regarding their continuation of educational leadership after retirement

Theme	Participants	Response
Extending Educational Leadership Beyond Academia	Participant 1	"Applying educational leadership in the private sector, specifically at the San Ildefonso Water District."
School Improvement and Leadership for Productivity	Participant 2	"Emphasis on enhancing school productivity."
Passionate Educational Leadership and Research Contribution	Participant 3	"Continuing educational leadership due to passion, particularly through research."
Balancing Dual Educational Leadership Roles	Participant 4	"Balancing dual role as an educational leader in a private school in San Ildefonso."
Continued School Leadership and Collaborative Teaching	Participant 5	"Continuing educational leadership as a school principal, collaborating with teachers."
Sustained School Leadership with Teacher Interaction	Participant 6	"Continued educational leadership as a school principal, actively engaging with teachers."
Diversification and Passion Pursuit	Participant 7	"Pursuing a passion for agriculture on their own farm."

Table 6. Participants' responses regarding strategies and approaches for re-entering almost the same work but in a different environment

Theme	Participants	Response
Adaptive Leadership Qualities	Participant 1	"Passionate, cooperative, and understanding leader."
	Participant 3	"Adaptable with the people I work with."
	Participant 4	"Flexibility, knowledge, and adaptability in a new environment."
	Participant 6	"Flexible strategies applicable to the current administration and supervision."

	Participant 7	"Compassionate, cooperative, understanding, and adept at dealing with others."
Ethical Leadership	Participant 2	"Be fair to everyone, be honest to ourselves and other people in the workplace."
	Participant 7	"Compassionate, cooperative, understanding, and adept at dealing with others."
Specialized Administrative Strategies	Participant 5	"Administrative strategies applicable to secondary school."

Table 7. Participants' responses regarding their health and its impact on their ability to work after retirement

Theme	Participants	Response
Continuous Health Consciousness	Participant 1	"Always taking care of my health."
	Participant 2	"Taking care of myself and my health."
	Participant 3	"Always mindful of my health."
	Participant 4	"To further improve and take good care of my health condition."
	Participant 7	"Very vigilant with her health."
Health Maintenance for Energetic Engagement	Participant 5	"Still energetic with maintenance needs and appropriate diet and exercise."
Health as a Warrant for Continued Work	Participant 6	"My health is still good and warrants me to work as a school head."

Table 8. Participants' responses regarding their health and its impact on their ability to work after retirement

Theme	Participants	Response
Lifelong Learning and Continuous Skill Development	Participant 1	"Keep on reading in order not to be left behind."
	Participant 2	"Importance of updating technology through reading."
	Participant 5	"Do not stop learning and acquiring the skills."
	Participant 6	"Continue acquiring the needed skills for the adequate use of technology."
	Participant 7	"Keep on exploring about the new technology."
Collaboration and Seeking Assistance	Participant 3	"Willingness to seek assistance from other people."
Skill Acquisition for Technological Proficiency	Participant 4	"Intention to acquire new skills in the use of technology for the benefit of the current school system."

Table 9. Participants' responses regarding the relationships they plan to show to the people they will work with if they elect to continue working

Theme	Participants	Response
Adaptability and Relationship Building	Participant 1	"Adapt to the new environment and to the people."
	Participant 7	"Adaptable, flexible, and more patient."
Values-Based Relationships	Participant 2	"Honesty, trust, patience, and understanding."
	Participant 3	"Working with love and heart."
Positive and Inclusive Relationship Approach	Participant 4	"Extending the best treatment and relationship with the people he/she is working with."
	Participant 5	"Always giving importance to good human relations."
	Participant 6	"Always in good relationship with my subordinates."

Table 10. Participants' responses regarding their strategies for managing stress in post-retirement work

Theme	Participants	Response
Adaptability for Stress Avoidance	Participant 1	"Be adaptable to the new environment to avoid stress."
Strength-Based Work Approach	Participant 2	"Working according to strengths."
Peaceful Work Environment	Participant 3	"Working peacefully with people in the workplace."
	Participant 7	"Working with a peaceful mind and seeking guidance from God Almighty."
Harmonious Work Relations	Participant 4	"Maintaining good harmony and avoiding conflicts among team members."
Balance and Well-being	Participant 5	"Exercising a balance between work and rest."
Contentment and Happiness	Participant 6	"Contentment and happiness in their work as a principal, noting the absence of stress."

Table 11. Participants' responses regarding their envisioned contributions to society and nation

Theme	Participants	Response
Educational Advocacy and Technological Integration	Participant 1	"Thinking about what is beneficial for education and cooperating with the community while staying technologically updated."
Continuous Student Development	Participant 2	"Goal of developing and molding students while addressing their learning needs."
Future Leader Production	Participant 3	"Expresses the goal of producing more leaders in the future."
Leadership Legacy and Creativity	Participant 4	"Emphasizes the importance of creativity, productivity, and passion to leave a lasting legacy."
Educational Advocacy and Technological Integration	Participant 5	"Commitment to continuous work, creating instructional materials, and producing articles."
Continuous Student Development	Participant 6	"Adopts a holistic style to fully develop individuals as a training leader."
Educational Advocacy and Technological Integration	Participant 7	"Focus on exploration for updates, participation in activities for productivity, and additional income generation."

Table 12. Participants' responses regarding approaches to being procreative

Theme	Participants	Response
Recognition and Preparation for Leadership	Participant 1	"Commitment to recommending, supporting, and acknowledging student achievements, with the aim of preparing them for efficient and effective leadership in the future."
Leadership Potential Development	Participant 2	"Emphasizes the development of students' potentials to become good leaders in future generations."
Community and Youth Service	Participant 3	"Offers valuable and double services to improve the community and youth for a cleaner social environment in the future."
Productive Research Engagement	Participant 4	"Engages students in productive research from a young age and exposes them to different types of research to acquire diverse skills."
Efficient Leadership in Education	Participant 5	"Develops more efficient leaders in the field of education, particularly by fostering creativity in instructional material preparation."
Wholesome Educator Training	Participant 6	"Trains students to become wholesome educators who lead by example."
Effective School Leadership Development	Participant 7	"Trains and develops students to become effective school leaders in the future."

Table 13. *Participants' responses regarding strategies for productivity*

Theme	Participants	Response
Technological Advancement and Productivity	Participant 1	"Commitment to staying abreast of modern technology, particularly to enhance productivity."
Talent and Skill Utilization for Discoveries	Participant 2	"Encourages students to use their talents and skills actively, aiming to produce new discoveries for life improvement and enhanced productivity."
Youth Engagement and Productive Activities	Participant 3	"Produces and sponsors worthwhile activities for the youth, keeping them busy and productive, thus preventing engagement in untoward behaviors."
Research for Comprehensive Improvement	Participant 4	"Emphasizes the production of research to improve the academe, the nation's economy, peace and order, people's lives, and the impact of climate changes."
Skilled Educational Leaders for Lasting Service	Participant 5	"Dedicated to producing more skilled educational leaders willing to serve even in the last moments of their retirement."
Heart, Mind, and Hand Leadership	Participant 6	"Expresses the goal of producing more leaders who lead with heart, mind, and hand."
School Leadership and Research Extension	Participant 7	"Commits to producing school leaders who can manage and engage in the research extension program of Bulacan Agricultural University."

Table 14. *Participants' responses regarding strategies for creativity*

Theme	Participants	Response
Innovative Farming Methods	Participant 1	"Created and experimented with more scientific farming methods to achieve better results."
Student Involvement in Creative Endeavors	Participant 2	"Actively engages students in various creative endeavors of their choice, aiming to equip them financially for the future."
Part-Time Programs for Youth Employment	Participant 3	"Creates part-time programs and activities designed to encourage youth to earn a living from a young age."
Developmental Research for Skills and Financial Gains	Participant 4	"Creates research initiatives aimed at helping individuals acquire skills and, simultaneously, generate financial gains from their work."
Skills Development for Effective Leadership	Participant 5	"Commits to cultivating more productive skills for effective leadership, emphasizing innovation and adaptability to current changes in education."
Creative Leadership with Humility and Patience	Participant 6	"Focuses on developing skills related to leading with humility and patience."
Program and Project Creativity for Research Extension	Participant 7	"Dedicated to creating more programs and projects to enhance and enrich the research extension program of Bulacan Agricultural State University."

Table 15. *Participants' responses regarding strategies for leaving a long-lasting legacy*

Theme	Participants	Response
Tangible Results in Education and Agriculture Leadership	Participant 1	"Aspires to achieve tangible outcomes in efficient, effective, and productive leadership, particularly in education and agriculture, specifically in farming."
Professional Stability for Students	Participant 2	"Aims to prepare students for professional stability as they retire from the service."

Students as Community Role Models	Participant 3	"Expresses the aspiration for students to become role models in their communities across various aspects, including education, social services, religious contributions, and economic endeavors."
Legacy in Research and Development	Participant 4	"Desires to leave a long-lasting legacy in the realm of research and development, which is considered a significant yet unfulfilled need within the nation and the educational system."
Creation of Relevant Instructional Materials	Participant 5	"Emphasizes the importance of developing instructional materials that are relevant across all educational levels."
Development of Exemplary School Leaders	Participant 6	"Aspires to develop more school leaders who lead by example."
Enriched Research Extension Program	Participant 7	"Aims to leave behind a more enriched research extension program for Bulacan Agricultural State University."

Proposed Plan and Key Results Strategies Based on the Findings of the Study

Table 16. *The Proposed Future Productivity Plan in terms of Procreativity*

Activity	Specific Objective	Persons Involved	Funding Support	Success Indicator
Leadership Development Program	Identify and nurture faculty and students' leadership potential.	Educators, Leadership Trainers, Mentors	75,000.00	Number of students engaged, success stories of enhanced skills
Community Engagement Initiatives	Contribute to community well-being and foster positive social environments.	Educational Leaders, Students, Community Members	50,000.00	Positive community feedback, Measurable impact on well-being
Research Skills Development Program	Engage faculty and students in productive research activities for critical thinking skills.	Researchers, Educators, Students	100,000.00	Number of research projects initiated, Demonstrate d critical thinking
Innovation in Instructional Material Preparation	Foster creativity in preparing instructional materials.	Educational Leaders, Curriculum Developers	70,000.00	Positive feedback on materials, Improved efficiency
Holistic Educator Certification Program	Train faculty, students to become educators embodying positive values.	Educators, Trainers, Students	50,000.00	Number of certified educators, Feedback on values demonstrated
School Leadership Development Workshops	Train and develop faculty, students for successful school leadership.	Educational Leaders, Administrators, Students	50,000.00	Improved school leadership, Positive feedback on development

Table 17. *The Proposed Future Productivity Plan in terms of Productivity*

Activity	Specific Objective	Persons Involved	Funding Support	Success Indicator	Expected Output
Technology Integration and Training Program	Enhance productivity through the adoption of modern technology.	Educators, IT Specialists	100,000.00	Increased proficiency in technology usage among participants.	Improved efficiency and productivity in educational tasks through technology integration.

Student Innovation Competitions	Encourage student innovation and creativity for discoveries.	Educators, Judges, Student Participants	50,000.00	Number of innovative projects submitted, Feedback from judges.	Discovery of new ideas or solutions by students contributing to life improvement and productivity.
Youth Engagement and Leadership Program	Provide constructive engagement opportunities for youth to prevent negative behaviors	Youth Leaders, Educators	75,000.00	Reduction in youth engagement in negative behaviors.	Increased participation in productive activities leading to positive outcomes for the youth.
Multidisciplinary Research Symposium	Conduct research to address multifaceted societal challenges and improve various aspects of society.	Researchers, Academics	50,000.00	Number of research projects presented, Impact on society.	Identification of solutions and advancements in areas such as education, economy, and environment.
Leadership Development Program	Develop skilled and dedicated educational leaders committed to lasting service.	Educational Leaders, Leadership Trainers	75,000.00	Positive feedback from participants, Continued involvement post-retirement.	Development of leadership skills and commitment to long-term service in education.
Holistic Leadership Training	Cultivate holistic leadership qualities encompassing heart, mind, and hand.	Educators, Leadership Coaches	50,000.00	Demonstrated growth in leadership qualities across dimensions.	Leaders demonstrating qualities of compassion, intellect, and action in their roles.
School Leadership and Research Extension Program	Produce educational leaders capable of managing and engaging in research extension programs.	School Administrators, Research Extension Specialists	100,000.00	Successful execution of research extension projects.	Integration of research outcomes into broader community initiatives, contributing to societal impact.

Table 18. The Proposed Future Career Plan in terms of Creativity

Activity	Specific Objective	Persons Involved	Funding Support	Success Indicator	Expected Output
Innovative Farming Experimentation	Experiment with innovative farming methods to enhance agricultural productivity and sustainability.	Agricultural Specialists, Educators	100,000.00	Increased crop yield, Positive environmental impact.	Implementation of innovative farming techniques leading to improved agricultural outcomes.
Student-Led Creative Projects	Involve students in creative endeavors to prepare them for	Educators, Students	50,000.00	Number of student-led projects,	Completion of creative projects demonstrating

				Demonstrated financial understanding.	financial preparedness skills among students.
	future financial preparedness.				
Youth Employment Program	Create part-time programs for youth employment, providing valuable skills and financial gains.	Youth Leaders, Educators	50,000.00	Number of youth employed, feedback on skills gained.	Increased youth employment opportunities and acquisition of valuable skills for financial gains.
Developmental Research Initiative	Conduct research to develop skills and financial gains, focusing on areas beneficial to the community.	Researchers, Academics	70,000.00	Implementation of research outcomes, Positive impact on community.	Identification of opportunities for skills development and financial gains through research.
Leadership Skills Development Program	Develop skills for effective leadership among educators, fostering leadership qualities and competencies.	Educational Leaders, Leadership Trainers	70,000.00	Positive feedback from participants, Demonstration of leadership skills.	Enhancement of leadership abilities and competencies among educators.
Creative Leadership Training	Cultivate creative leadership qualities characterized by humility and patience, fostering innovative approaches.	Educators, Leadership Coaches	75,000.00	Demonstration of creative leadership qualities in practice.	Leaders demonstrating humility, patience, and innovative approaches in their roles.
Creative Program and Project Initiatives	Initiate creative programs and projects for research extension, exploring innovative solutions for community issues.	Program Managers, Researchers	50,000.00	Successful execution of creative projects, Impact on community.	Implementation of creative solutions addressing community issues through research extension

Table 19. The Proposed Future Career Plan in terms of Legacy

Activity	Specific Objective	Persons Involved	Funding Support	Success Indicator	Expected Output
Leadership Results Showcase	Achieve tangible results in education and agriculture leadership, showcasing successful initiatives and projects.	Educational Leaders, Agricultural Specialists	70,000.00	Presentation of successful projects, Positive feedback from stakeholders.	Recognition of successful leadership initiatives contributing to long-lasting impact.
Student Mentorship and Support Programs	Ensure professional stability for students through mentorship and support programs, aiding in career development.	Educators, Career Counselors	50,000.00	Number of students participating, Success stories of student achievements.	Provision of support leading to increased professional stability and career development for students.

Community Role Model Initiatives	Foster students as community role models through engagement in community service and leadership opportunities.	Educators, Community Leaders	50,000.00	Recognition of student contributions, Positive impact on community.	Development of students as influential role models contributing to community well-being.
Research and Development Legacy Projects	Establish a legacy in research and development through the initiation of impactful projects with long-term implications.	Researchers, Academics	75,000.00	Implementation of research outcomes, Impact on society.	Creation of research projects contributing to long-lasting advancements in education and agriculture.
Instructional Material Creation Workshops	Create relevant instructional materials to enhance teaching and learning experiences, leaving a lasting educational legacy.	Educators, Curriculum Developers	70,000.00	Development of high-quality instructional materials, Positive feedback from educators.	Provision of relevant and effective instructional materials benefiting future generations of students.
School Leadership Training Programs	Develop exemplary school leaders through specialized training programs, ensuring a legacy of effective educational leadership.	Educational Leaders, Leadership Trainers	75,000.00	Demonstrated improvement in leadership skills, Success stories of school leadership.	Preparation of skilled and effective school leaders capable of leaving a lasting impact on education.
Research Extension Program Enhancement	Enrich the research extension program by initiating projects and initiatives that extend research outcomes for community benefit.	Program Managers, Researchers	70,000.00	Successful execution of research extension projects, Positive feedback from stakeholders.	Integration of research outcomes into broader community initiatives, contributing to societal impact.

CONCLUSIONS

Based on the findings derived from the three research objectives, the following conclusions were formulated to provide a more comprehensive understanding of retired educational leaders' multifaceted contributions and enduring aspirations.

Regarding the first research problem, the study underscored the salient role of leadership styles characterized by transformative guidance and democratic values. The findings emphasized the significance of traits such as kindness, fairness, and an unwavering commitment to continuous improvement as foundational elements for cultivating positive organizational climates and driving institutional success. These qualities were identified as critical in shaping effective leadership practices and fostering environments conducive to growth and achievement.

Addressing the second research problem, the investigation ascertained the diverse post-retirement plans envisioned by the participating educators. The gathered data revealed that their aspirations extended beyond traditional leadership roles, encompassing endeavors such as entrepreneurial ventures, active engagement in community initiatives, and continued involvement in educational pursuits. This demonstrated a persistent commitment among retirees to remain actively engaged across various domains. Furthermore, the study identified key strategies deemed important for sustaining professional contributions and leading fulfilling lives post-retirement, including proactive health management, the effective leveraging of

technology, and the nurturing of meaningful relationships.

Finally, concerning the third research problem, the research illuminated the retirees' proactive and passion-driven approach to their post-retirement endeavors, with a pronounced focus on productivity enhancement, creative innovation, procreative activities, and the desire to establish a lasting legacy. Their commitment to improving productivity within educational contexts, fostering creativity in leadership and research, nurturing future generations of leaders, and addressing salient societal needs reflected a deep-seated dedication to making meaningful and impactful contributions to society and advancing knowledge, even beyond their formal careers.

RECOMMENDATIONS

Based on the findings and conclusions of this study, the following recommendations are proposed for consideration by relevant stakeholders:

Enhancing Awareness of the Enduring Value of Retiree Expertise: It is recommended that initiatives be undertaken to explicitly recognize and valorize the substantial intellectual capital and experiential wisdom accumulated by retired educators. Outreach programs, professional organizations, and educational institutions should actively engage retirees to underscore the continued relevance and potential impact of their knowledge and skills within society. These efforts should emphasize the importance of continued engagement as a means of maintaining personal fulfillment and contributing to societal advancement, while concurrently promoting self-care and well-being to ensure a satisfying and purposeful post-retirement phase.

Fostering Transformative and Democratic Leadership Development: Educational leadership development programs should be intentionally designed to cultivate diverse leadership styles, with a particular emphasis on the principles of "Transformative Guidance with Democratic Values" identified in this study. Curricula should prioritize the development of key interpersonal attributes such as empathy, transparency, and effective relationship-building, recognizing their critical role in fostering positive organizational cultures and driving successful educational outcomes.

Facilitating Successful Post-Retirement Transitions: Comprehensive support services and resources should be established to assist educational leaders in navigating the transition from active employment to retirement. These services should provide guidance in identifying meaningful post-retirement aspirations and facilitate the development of strategic pathways for continued professional engagement in diverse settings, potentially including entrepreneurship, consultancy, or project-based work.

Promoting Continued Societal Contributions: Intentional opportunities should be facilitated to enable retired educational leaders to contribute to society through avenues aligned with productivity, creativity, procreativity, and personal passions. Mechanisms should be developed to encourage their involvement in community service initiatives, leadership mentorship programs, and creative endeavors that address societal needs and foster positive change within educational and other relevant sectors.

Strengthening Technological Proficiency and Health Management: Targeted programs should be implemented to enhance technological literacy and promote proactive health management among retired educators. Access to relevant training, resources, and support networks should be provided to enable retirees to remain proficient with contemporary technologies and to maintain optimal physical and mental well-being throughout their post-retirement years.

Establishing a Strategic Framework for Sustained Engagement: Based on the study's outcomes, it is recommended that a comprehensive strategic framework be developed to foster procreativity, productivity, creativity, and the establishment of a lasting legacy among retired educational leaders. This framework should encompass the creation of opportunities for engagement in innovative projects, mentorship initiatives, collaborative research endeavors, and access to potential grant funding, thereby enabling retirees to continue contributing meaningfully to societal growth and development in substantive and impactful ways.

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