

## Traits of Educational Guides in Transversal Reality

### ABSTRACT

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The aim of the study is to determine the methods of reactivating the national philosophical idea of guidance in the field of education and to research the transversal connections of personal traits of educational guides. Methodology of the study includes approaches that are the object of both educational management and educational and pedagogical sciences. Empirical research methods are determined by the specifics of the chosen topic and are aimed at studying the perspective of guidance among students of the second (master's) level of higher education and the realities of the guidance practice of working heads of educational institutions. Theoretical methods are temporally prolonged and aimed at mythologizing the guidance paradigm. The guidance in education was presented as a new perspective direction of pedagogical and management studies. Attribution was defined as the main mechanism of institutionalization of personal traits of guides, heads of educational institutions. The nature of the advanced role of the guiding mission in education management was determined. The attributive selection of outstanding professional traits for successful guidance of future heads of educational institutions was carried out. A scheme-model of transversal connections of guiding professional traits and multiplier effects of their interaction was created. The results can be used in further scientific research and in the educational process of training educational managers.

**Keywords:** guidance in education, integrative educational space, attribution, traits of educational guide, guiding advancement, multiplicity of traits, anti-management, transversality of guiding

## 1. Introduction

Education in Ukraine is a social and mental substrate of the state and society. The spirituality and patriotism of teachers and heads of educational institutions have been tested by the full-scale war against the country; this feature was most strongly challenged by the phenomenon of collaborationism in the temporarily occupied territories (Kolly-Shamne, 2022; Khrystiuk, 2023). The coronavirus pandemic and the war have had an extraordinary impact on the organization and management of Ukraine's education system. The European choice has prompted intensive comparative analysis of the structure, organization, resources and management of Ukrainian education within the European educational space (Lukyanenko, 2022). This analysis reflects on future prospects for national education and leads to a multidilemma of adopting the Finnish, Swedish and Polish education and management models through programmes such as the New Ukrainian School, the Vision of the Future of Education and Science of Ukraine, and Education 4.0: Ukrainian Dawn.

Despite ongoing discussion of national education policy ideas (Andrushchenko; Savelyev; Ivanyuk; Klepko), the turbulence of society and the war have made significant adjustments. We now observe a changed society and different challenges – uncertainty, mass migration to European countries, cloned educational institutions, temporary occupation of territories, loss of educational institutions, collaborationism, and total online education. The ideas of educational policy presented in multi-volume publications have become a plus-quam-perfect that repeatedly prompts methods of managerial habituation (Kornosenko et al., 2023).

Within this context, the idea of “guidance” in education remains underexplored. Guidance has not previously been a subject of systematic research or methodological development in Ukrainian educational management. Research on school leadership more broadly emphasizes instructional, distributed and transformational models (Toprak, 2020). There is also growing evidence that leadership competencies in schools can be measured and linked to competency frameworks (Abunaser & Al-Fahadi, 2025). This study shifts focus from traditional leadership models to the concept of educational guidance and its institutionalization as a distinct management posture.

In modern educational management the priority is no longer mere formalized mission statements but the mobilization of human intelligence, spiritual depth and humanistic competence. As Drucker (2009) argues, “making knowledge productive” is a key societal task. Nowadays, managers of educational systems or institutions must generate proactive ideas, embody war-tested spirituality, and display humanistic competence. Global aspirations such as “smart” education and artificial intelligence must be grounded in human intelligence and high spirituality (Brovina et al., 2024). Under these circumstances, every participant in the education system claims and deserves the right to an authorial intellectual brand. Bekh (2019) called this a “spiritual triumph” – the highest degree of experiencing the joy of success realized by an education manager. Bekh (2013) describes managerial activity in education as “activity over activity”, where the “upper” system (theory and its carriers), through knowledge, thus through reflection and thinking, assimilates the lower (executive) activity and becomes an attributive social need.

The programme elaborated by the Organisation for Economic Co-operation and Development (2023) showed disappointing results: Ukrainian students are approximately one and a half years behind European peers in mathematical literacy and two and a half years behind in reading literacy. This phenomenon is described as educational losses, which are rooted in education

management. It was revealed that only 24 % of Ukrainian basic school teachers create their own curricula from model curricula; the majority (76 %) rely solely on model programmes. Sahlberg (2021) explains the success of the Finnish education system (from which NUS was modelled) by fulfilment of three “Re” conditions: reinvention (rapid reinvention) of the ideas and mission of education; rebooting the curriculum (radical renewal of content); and re-foundation of management structures.

In view of the aforementioned features, the idea of guidance in education is now undergoing a process of social reactivation, yet remains conceptually and empirically underdeveloped (Riznyk & Riznyk, 2024). While verbal references to guidance exist in the academic discourse, there remains no cohesive paradigm community or operational framework that integrates guidance into modern educational management theory and practice. Literature to date lacks in-depth studies on the sustainability and situational variability of guiding traits among educational leaders in the 21st century, as well as their institutional manifestations. Moreover, although paradigms such as axiological, reflective and synergistic are frequently invoked, their integration into a unified explanatory model of educational guidance remains largely implicit and fragmented. This study addresses these gaps by proposing a transversal framework that explicitly maps interactions of guiding traits across these paradigms. It conceptualizes guidance as a multidimensional construct grounded in value-driven action (axiological), critical self-reflection (reflective) and systemic coherence and emergence (synergistic), thus offering a novel, methodologically structured contribution to the theory and practice of educational management in integrative conditions (Figure 1).

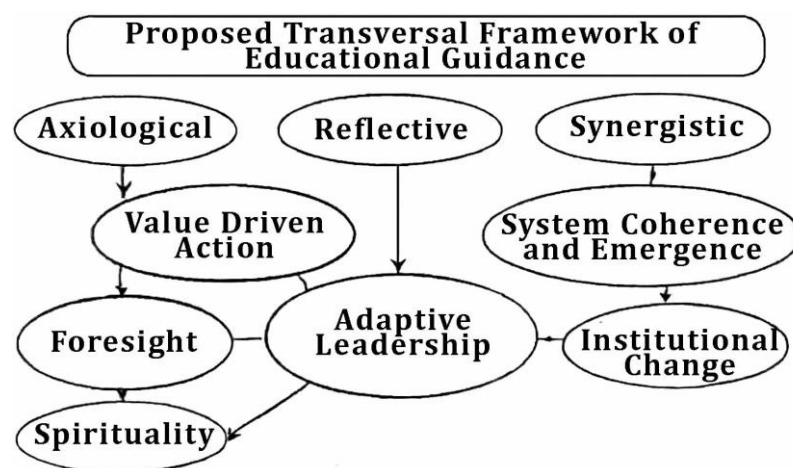


Figure 1: Conceptual flow of the study

The aim of this study is to identify effective methods for revitalizing Ukraine’s national concept of guidance in education and to examine transversal links among specific personal traits of educational guides (heads of institutions). The research focuses on establishing a methodological framework that supports the identification, development and evaluation of key guiding attributes required for educational leaders within a globalized, integrative educational context. The following research objectives are defined:

1. To substantiate the relevance of implementing the guidance paradigm in Ukrainian higher education under conditions of globalization, based on empirical indicators such as innovation-oriented leadership demand and institutional flexibility (Drucker, 2009; Bekh, 2019).

2. To identify and categorize core guiding traits (e.g., foresight, responsibility, moral agency, productive thinking) through qualitative analysis of focus-groups and expert assessments, and to assess their role and hierarchy in effective leadership scenarios.
3. To explore and map transversal interactions among these traits using a model of multiplicative and emergent effects, supported by data from in-depth interviews and case studies of practicing educational leaders in different regions of Ukraine (Kurlyand, 2012), increasingly applied in educational innovation.

## 2. Methodology

The research methods are determined by the specificity and novelty of the problem, which is the object of both educational management and educational and pedagogical sciences. The empirical methods are aimed at studying the guidance perspectives of students of the second level of higher education and the realities of the guidance practice of working heads of educational institutions. Successful guidance practices in Zaporizhzhia, Kirovohrad, Lviv, and Ternopil regions have been identified. The educational component Guidance in Education for students and practicing principals in the educational program Educational, Pedagogical Sciences is effective.

To investigate the guiding traits of educational leaders and their transversal interactions, a multi-method empirical design was employed, consisting of structured questionnaires, semi-structured interviews, and expert evaluations. The instruments were designed in alignment with the study's conceptual framework and developed through several iterative phases involving both theoretical alignment and empirical pre-testing. Questionnaires were administered to 152 master's students enrolled in Educational Management and Pedagogical Sciences programs across four regions (Zaporizhzhia, Kirovohrad, Lviv, Ternopil). The selection was based on professional relevance and regional diversity, ensuring a comprehensive representation of leadership roles in education. The inclusion of these particular regions was determined primarily by accessibility, institutional stability, and safety conditions during wartime. War-affected territories such as Donetsk and Luhansk were excluded due to security risks, disruption of academic activities, and the impossibility of conducting in-person data collection. Consequently, the selected regions, while not fully representative of all Ukrainian contexts, provide a reliable cross-section of functioning educational systems within the current constraints.

While the sample provides valuable insights, the reliance on qualitative methods, including semi-structured interviews and focus groups, limits statistical analysis and generalizability. Future research should expand the geographical scope to include post-conflict or frontline regions once accessible, allowing for comparative analysis of guidance traits under different socio-political conditions. It also should consider expanding the sample size and incorporating random sampling techniques to mitigate potential selection bias and enhance the empirical validation of the model. Qualitative data were analyzed using thematic analysis and coding procedures in NVivo, which identified emergent patterns and facilitated the construction of the transversal model.

The questionnaire consisted of four thematic blocks: (1) demographic and professional background; (2) self-assessment of key guiding traits (using a 5-point Likert scale across 12 traits such as foresight, responsibility, sacrifice, and productive thinking); (3) perceived relevance and expression of these traits in management practice; and (4) situational responses

to hypothetical leadership dilemmas designed to assess transversal interaction of traits. Items were developed based on a preliminary literature synthesis (Kryzhko et al., 2019; Starokozhko, 2017) and adapted for contextual sensitivity. A pilot study with 24 students (not included in the final sample) was conducted to assess item clarity, internal consistency, and construct validity. Cronbach's alpha for trait scales ranged from 0.78 to 0.84, indicating satisfactory internal reliability. Content validity was supported by expert review from six academics in the field of educational leadership who evaluated each item for conceptual alignment and cultural appropriateness. Semi-structured interviews were conducted with 22 acting heads of educational institutions (school principals and vocational college directors) selected via purposive sampling to ensure variation in institutional size, regional context, and experience level. The interview protocol comprised open-ended questions grouped into five domains: (1) personal definitions of guidance and leadership; (2) experience in manifesting specific guiding traits; (3) observed trait interaction in practice (e.g., how moral responsibility intersects with strategic decision-making); (4) institutional factors enabling or constraining guidance; and (5) perceptions of the singularity or irreducibility of effective guiding behavior. Interviews were audio-recorded, transcribed, and coded thematically using NVivo, with intercoder reliability confirmed at  $\kappa = 0.81$  (Figure 2).

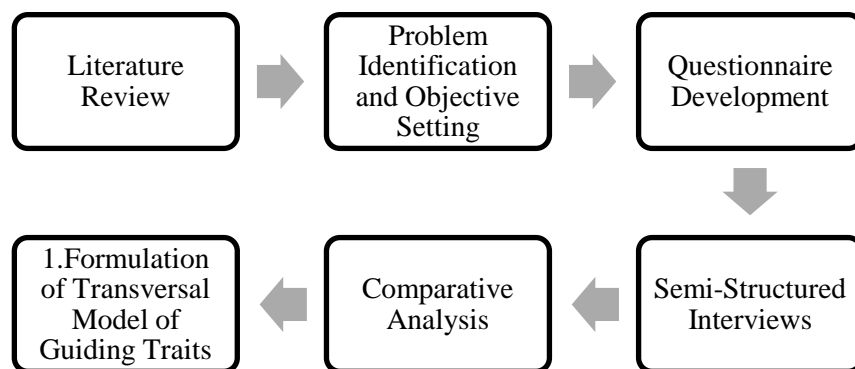


Figure 2: Research process

To ensure empirical measurability, each of the twelve guiding traits was operationalized through observable and self-reported indicators. Responsibility was assessed through self-reported consistency in fulfilling professional duties and decision accountability. Foresight was measured by participants' ability to anticipate institutional challenges and propose strategic responses to hypothetical scenarios. Spirituality was evaluated through agreement with statements reflecting moral purpose, ethical reasoning, and intrinsic motivation to serve others. Perseverance was measured by persistence in task completion under stress and by tolerance for delayed outcomes. Sacrifice was operationalized through self-reported workload redistribution, voluntary assumption of additional responsibilities, and risk-taking behavior in decision-making under uncertainty. Counseling was assessed through frequency of mentoring or advisory engagement within educational settings. Productive thinking was measured through self-reported innovation in problem-solving and generation of novel institutional solutions. The ability to provide was operationalized through perceived competence in resource allocation, team support, and conflict resolution. Moral agency was evaluated through alignment of professional decisions with ethical principles despite external pressures. Adaptability was measured by the self-reported capacity to adjust management strategies to changing conditions. Reflectivity was captured through self-assessment of critical thinking and awareness of one's own decision-making processes. Finally, leadership influence was measured through peer and subordinate evaluations of motivational and communicative effectiveness.

The proposed transversal model of guiding traits was validated using a Delphi expert evaluation procedure involving two iterative rounds. A panel of 12 experts, comprising scholars in educational management, institutional leaders with over 10 years of experience, and doctoral researchers with thematic expertise, was convened. Experts were provided with a preliminary model schema, along with definitions of core constructs (e.g., "attributive selection," "synergistic outcomes," and "transversality"). In Round 1, experts rated each component of the model on relevance, conceptual clarity, and theoretical coherence using a 4-point scale and offered open-ended feedback. Components rated below a mean threshold of 3.2 were flagged for revision. Feedback suggested, for instance, the need to distinguish between trait intersection and trait hierarchy, which led to the integration of a separate sub-model representing trait subordination dynamics. In Round 2, the revised model was resubmitted, now with clearer visual indicators and operational anchors for empirical testing. Consensus (defined as  $\geq 85\%$  agreement on each component's theoretical adequacy) was reached across all components. Additional feedback resulted in refining the visual structure to more clearly reflect the emergent and nonlinear nature of trait interaction and the role of environmental factors in activating or suppressing transversal effects. The final model thus reflects a synthesis of empirical data, theoretical foundations, and iterative expert feedback, making it both conceptually grounded and practically oriented toward improving educational leadership development frameworks. To strengthen the construct validity of the guiding trait instrument, a confirmatory factor analysis (CFA) was conducted on the 12 guiding traits measured by the questionnaire. The Kaiser–Meyer–Olkin (KMO) coefficient of 0.82 and Bartlett's test of sphericity ( $\chi^2 = 534.27$ ,  $df = 66$ ,  $p < 0.001$ ) confirmed sampling adequacy and factorability. Principal component extraction with varimax rotation identified three latent dimensions that aligned with the theoretical framework: (1) Axiological traits (responsibility, spirituality, sacrifice, morality), (2) Reflective traits (productive thinking, counseling, perseverance), and (3) Synergistic traits (ability to provide, foresight, adaptability). Together, these factors explained 71.4 % of the total variance. Factor loadings ranged from 0.61 to 0.87, supporting internal convergence. Reliability analysis confirmed acceptable internal consistency across factors (Cronbach's  $\alpha = 0.83 - 0.89$ ).

In addition, NVivo-assisted coding frequency matrices were subjected to a principal components analysis (PCA) of interview themes to validate the qualitative alignment between participants' descriptions and the proposed trait clusters. The PCA confirmed a similar three-dimensional configuration, providing methodological triangulation between quantitative and qualitative evidence. This dual validation process substantiates the theoretical coherence of the transversal model of guiding traits and ensures that the instrument captures both the cognitive and axiological dimensions of educational leadership.

### 3. Results

#### *The role and impact of educational guides in the transformation of Ukrainian education management*

The features of a guide-head of an educational institution that form a real synergistic system of their personality were identified: spirituality; perseverance and focus on success; responsibility; counseling; productive thinking; ability to guide the team and ideas; sacrifice. The selection is deliberate, as the authors of the monograph defines a unique phenomenon arising from the

natural interaction of personality components, termed the synergistic outcomes (Kryzhko et al., 2019). In a highly organized system, the total properties of the system exceed the sum of its individual components' properties. This difference, known as the synergistic outcomes, represents an additional impact resulting from the creative interaction among the system's elements.

A characteristic feature of the synergistic outcomes is the ability to increase the predicted result, which is significantly higher than the total. The most characteristic features of the synergistic outcomes in the plane of functioning of complex systems, which include the personality of the guide, is the possibility of multiple effects of one or more elements of the system on the system as a whole (Kurlyand, 2012). It was assumed that multiplicity generates emergent states in the system and is a consequence of the following factors:

- a sharp nonlinear increase in a previously imperceptible property of a person or structure;
- an unpredictable bifurcation of the structure, or the generation of a non-paradigmatic idea and the creation of a configurator model;
- recombination of connections (transversality) between system elements and reassessment of the situation.

The result of multiplicity in the current study is a unique quality of a personality – the advanced nature of thinking and managerial actions (Figure 3). This is what allowed for defining guidance in education as a proactive, self-directed innovative and creative emergent activity of participants in the educational process aimed at ensuring the progress of the educational system, its structures and the successful self-realization of all participants in this system (Kryzhko et al., 2019).

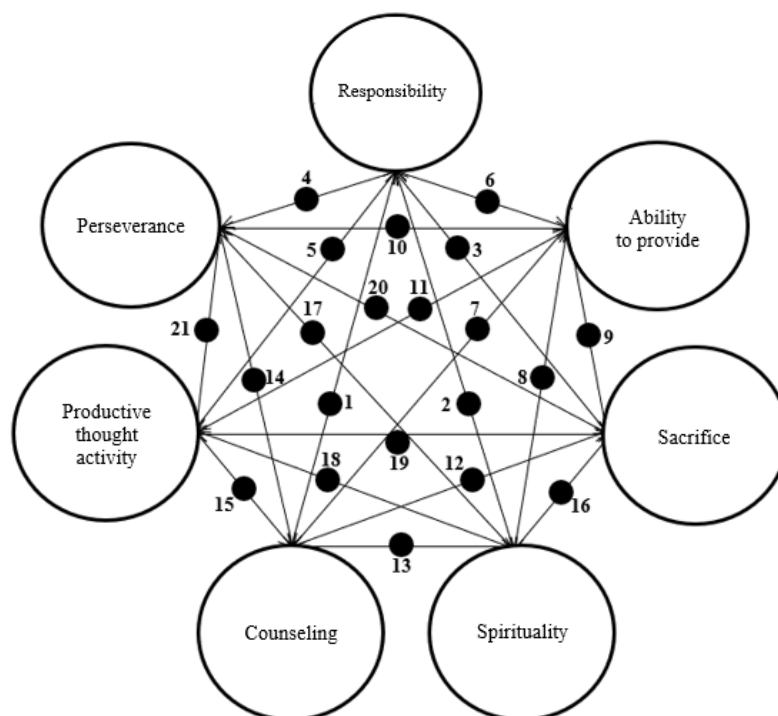


Figure 3: Transversality of personal traits of educational guides  
Source: compiled by the authors.

Figure 3 illustrates the transversal network of guiding traits that interact within the personality structure of an educational leader. Each circle represents a key guiding trait – Responsibility, Perseverance, Ability to Provide, Sacrifice, Spirituality, Counseling, and Productive Thought Activity. The connecting lines and numbered intersections symbolize the multiplicative interactions among these traits, demonstrating that none of them functions in isolation. The density of interconnections indicates that the combination of traits produces emergent qualities such as foresight, moral agency, and systemic thinking. In this model, multiplicity reflects not a linear hierarchy but a dynamic field of mutual reinforcement, where the activation of one trait (e.g., Responsibility) enhances and transforms the functioning of others (e.g., Perseverance and Spirituality). Thus, the figure visualizes the internal architecture of the guiding personality as a synergistic and self-organizing system, consistent with the transversal principle of education management.

The main thing in the “forward state” of management is seen in the fact that among the people professionally engaged in it, there is always intellectual and creative tension, strong analytical and predictive thinking, public orientation of professed values, high and sincere personal morality, skills of democratic management of social processes, consciousness, behaviour and activities of people (Halushka, 2015; Onipko & Yaprnets, 2024).

O.N. Starokozhko et al. (2020) formulated the concept of “integrative educational space”: a mentally, socially and scientifically defined system of educational ideas, concepts, phenomena, visions, structures and institutions, whose activities are based on the appropriate use of the potential and resources of various paradigmatic visions of progressive development. An integrative educational space represents an educational framework that integrates multiple theoretical and practical paradigms, each offering distinct perspectives and methodologies. In the context of Ukrainian educational management, this approach incorporates paradigms such as axiological, reflective, and synergistic, among others, each contributing unique values and insights into the education system. The axiological paradigm, for example, emphasizes the role of values in education, encouraging the development of a values-driven educational culture (Dudar, 2024). The reflective paradigm promotes critical thinking and self-evaluation within the educational process, enabling institutions and individuals to assess and refine their practices continuously. Meanwhile, the synergistic paradigm focuses on collaboration and the integration of various educational components, aiming for a holistic and cooperative approach to learning and management.

The coexistence of these paradigms within an integrative educational space allows for flexibility and adaptability, which are essential in addressing the diverse needs and goals of a complex educational landscape. Rather than relying on a single, rigid framework, an integrative approach acknowledges that different educational challenges may require different conceptual tools and methods (Bendo et al., 2025). For example, an axiological perspective may be particularly valuable when shaping institutional values or educational culture, whereas a reflective approach might be better suited for fostering critical thinking and adaptability among educators and students. The synergistic paradigm further enhances this environment by encouraging collaborative problem-solving and innovation, enabling the education system to respond dynamically to both internal and external challenges.

This multi-paradigmatic approach also encourages the coevolution of ideas, wherein the interaction between paradigms fosters the development of new educational concepts and strategies. An integrative space facilitates the development of new methods that might not have been feasible in a single-paradigm framework by permitting paradigms to interact and influence



one another (Bocheliuk et al., 2019). For instance, the values-driven focus of the axiological paradigm can complement the collaborative nature of the synergistic paradigm, resulting in educational practices that are both ethically grounded and operationally effective. Additionally, the reflective paradigm can provide a mechanism for evaluating and integrating these diverse approaches, ensuring that each paradigm's contributions are aligned with the broader goals of the educational system.

Polyparadigmality provides the existence of different scientific, organizational and structural models of modern education and its management (Table 1). The principles of coevolution of ideas and carriers of these ideas are realized in the polyparadigmality: necessary diversity; bifurcation of thinking; non-degradation of the system; determination of the future. The ranking of the coordinated existence of the most popular scientific paradigms of the educational space was established: axiological paradigm, reflective, guiding; competence; synergistic paradigm (Starokozhko, 2017).

Table 1: Factors of the dual transversal interaction of guiding traits

No.	Traits of a guide	Functional emergence factor
1.	Responsibility – Counseling	Creating constructive and modeling projects to establish the state of the supreme personality by means of communicative excellence, research excellence and excellence of life.
2.	Responsibility – Spirituality	Morality of guidance influence on the system and the individual.
3.	Responsibility – Sacrifice	Implicitly defined, non-categorical expert assessments and evaluative judgments of personality development.
4.	Responsibility – Perseverance	Declaration of motives of duty.
5.	Responsibility – Productive thought activity	Recognizing the priority of non-paradigmatic system problems.
6.	Responsibility – Ability to provide	Effective management engineering. Recognition of risks.
7.	Ability to provide – Counseling	Development of professional resources and value orientations of participants in the educational process.
8.	Ability to provide – Spirituality	Acting on the basis of ethical considerations, socially responsible and consciously.
9.	Ability to provide – Sacrifice	Guiding thinking under uncertain conditions and personal responsibility for the results of work.
10.	Ability to provide – Perseverance	Potential for agency and alternative solutions.
11.	Ability to provide – Productive thought activity	Generating and implementing foresight changes.
12.	Ability to provide – Sacrifice	Responsibility for disseminating new ideas. Empathy.
13.	Ability to provide – Spirituality	Programmatic moderation of the morality of ideas.
14.	Ability to provide – Perseverance	Acceptance of alternatives and their situational adaptation.
15.	Advisory – Productive thought activity	Formation of the educational policy of the institution. Facilitation.
16.	Spirituality – Sacrifice	Ensuring the priority of human and mental values in management.
17.	Spirituality – Perseverance	Humane technologies of “soft power”.
18.	Spirituality – Productive thought activity	Priority of morality in management.
19.	Sacrifice – Productive thought activity	Recognizing the inevitability of transformation of the proclaimed ideas.

20.	Sacrifice – Perseverance	Phenomenal, non-reproducible nature of management decisions.
21.	Perseverance – Productive thought activity	New organizational forms and structures in management.

Source: compiled by the authors.

Table 1 summarizes the dual transversal interaction of guiding traits, integrating both theoretical and empirical sources. The conceptual pairings and definitions of guiding traits were primarily derived from the literature, particularly from Kryzhko et al. (2019), Starokozhko (2017), and Kurlyand (2012), who conceptualized the axiological, reflective, and synergistic paradigms of educational leadership. The functional emergence factors presented in the table, however, are based on empirical findings obtained from semi-structured interviews and expert evaluations. These empirical insights specify how the interaction of two traits manifests in real professional contexts, such as team management, moral decision-making, and innovation-driven organizational change.

According to I. Bogdanov, the change of management models occurs when contradictions and unresolved problems accumulate within the existing model and cause failures, crises that can be resolved by a revolution in the consciousness of the scientific community (Kryzhko, 2019). The author did not accept the idea that the existing scientific management system can be changed by gradually enriching it with the latest approaches. In reality, it turns out that the management principles that were put forward within the current paradigm, in a number of ways of carrying out management activities, not only ceased to produce the desired results, but, on the contrary, began to generate negative consequences (Butenko & Butenko, 2024). And success is increasingly accompanied by those who act in accordance with the principles of “anti-management” – the practice of behavior and activities that are opposed or biased towards the interests and goals of management. The guides take on the role of anti-managers, carriers of non-paradigmatic approaches.

There has consistently been a need within society for individuals capable of convincingly, clearly, and authoritatively articulating the essence of non-paradigmatic issues in education management. Traditionally, this role has been assumed by key figures within the Ministry of Education and Science: in 2017, L. Hrynevych introduced the concept of the New Ukrainian School; in 2022, S. Shkarlet launched the Education 4.0: Ukrainian Dawn project; and in 2023, O. Lisovyi directed attention to the foresight vision of the National Strategy of Education and Science of Ukraine until 2030. The fact is that all of these people are active participants in the system. Before they became ministers, they did not exhibit anti-managerial characteristics; on the contrary, they demonstrated an active solidarity position on the educational policy of the time. In 1951, Ukrainian philosopher D. Dontsov (2020) wrote: “The guide of Ukrainian people does not impose his fantastic impromptu ideas on them and does not excite them with ecstatic visions...”.

The uniqueness of the current study lies in the attempt to use the “transversal reality” in the institutionalization of guiding traits of heads of educational institutions. In this situation, transversality is considered as a line of unexpected, previously impossible intersection, a connection of semantic boundaries between different characteristics of the personality structure in order to construct adaptive and variable changes in its superiority in problem solving (transferrable process). The intersection of lines generates new complementary characteristics-competencies that were hidden or unclaimed (Efremov, 2025a). Transversality reduces the

uncertainty of a person's suitability or unsuitability for management. Components of transversal interaction of guiding traits:

1. Morality of the guiding mission.
2. Proactive, foresighted nature of guidance.
3. Attributive nature of guiding traits.
4. Phenomenal nature of the guiding mission.
5. Generation of new ideas and technologies.
6. Creating systemic methodological organizational changes.
7. Creation of polymorphic states and organizational forms of educational space.
8. Irrationality and ineffable knowledge as a component structure of guiding thinking.
9. Conscious sacrifice.
10. High responsibility.

Quantitative validation further supported the interdependence of guiding traits as hypothesized in the transversal model. Descriptive statistics revealed high mean scores for responsibility ( $M = 4.61$ ,  $SD = 0.42$ ), spirituality ( $M = 4.48$ ,  $SD = 0.47$ ), and productive thinking ( $M = 4.39$ ,  $SD = 0.51$ ), indicating that these traits are the most consistently expressed among participants. To examine the strength of interactions among traits, multiple regression analysis was performed, with innovative leadership behaviour (derived from the situational-dilemma block) as the dependent variable. The model was statistically significant,  $F(5, 146) = 12.87$ ,  $p < 0.001$ ,  $R^2 = 0.41$ , indicating that approximately 41 % of the variance in innovative leadership behaviour was explained by the predictors. Among the predictors, foresight ( $\beta = 0.32$ ,  $p < 0.001$ ) and responsibility ( $\beta = 0.29$ ,  $p = 0.002$ ) showed the strongest influence, followed by sacrifice ( $\beta = 0.21$ ,  $p = 0.018$ ), suggesting that a combination of strategic vision and moral accountability predicts emergent innovation in educational guidance.

To assess the combined or synergistic outcomes of trait pairs, a two-way ANOVA tested the interaction between foresight and responsibility on self-reported innovation indices. A significant interaction effect was observed,  $F(1, 148) = 9.56$ ,  $p = 0.002$ ,  $\eta^2 = 0.11$ , indicating that the simultaneous presence of these two traits produced outcomes higher than the sum of their individual effects—empirically confirming the multiplicative (emergent) mechanism posited in the transversal framework. These results quantitatively validate the conceptual assertion that guidance in education is an emergent system in which core traits interact synergistically rather than linearly, thereby reinforcing the theoretical and empirical robustness of the transversal model.

The study of the management system is constantly changing. This means that the ideas that were true yesterday can become untenable and false in an instant (Drucker, 2009). The need for change in an organisation arises sooner or later, regardless of what development ideology it adheres to and what management paradigm determines the dominant feature of its functioning. However, the efficiency of the organisation's functioning depends on how these changes are implemented.

The new system of views on management is known in the literature as the silent management revolution, and this is not accidental. Its main provisions can be applied without causing immediate destruction of the existing structures, systems, and methods of management, but, as it were, supplementing them, gradually adapting them to new conditions (Yermukhanova et al., 2019). Considering the management paradigm, it is important emphasize the complexity of structuring its concept, which is due to the lack of a theoretical model, which is aggravated by methodological contradictions, ambiguity of interpretation of its concepts. Guides are carriers

of fundamental changes in the fundamental foundations of the education system. If leaders (formal and informal) harmonize these systems, then guides go beyond the normative, established practice.

The role of a guide in the development and advancement of an educational system involves fostering sustainability within a framework aligned with sustainable development and “order”. This system operates under laws, principles, and rules set by an overarching administrative structure, creating a state known as homeostasis in synergetic theory. As a dynamic equilibrium, this state ensures that self-regulating systems function within acceptable limits (Efremov, 2025b). The management of an institution and its teaching staff exists in a dynamic harmony, referred to as a “pedagogical ensemble”, where harmony signifies a perfected state of active engagement rather than static peace.

The solidarity segment of the team comprises over 80%, characterized by adherence to the management doctrine without a culture of critical questioning. Another 15% represent “ino-agents”, individuals resistant to indoctrination who often embody anti-management perspectives, viewing standard managerial ideas as incompatible with their values. However, guidance is seldom found among this group, as they typically assume an entrenched oppositional stance, frequently expressing this position through high engagement on social media.

The task of management is to reduce the diversity of the object of management, and ideally, to reduce the set of all its possible states, determined by the influence of the environment or the action of internal factors, to a given state (Huretska, 2023).

The results of this study reveal that the effectiveness of so-called “anti-management” approaches in Ukraine stems from the unique social and institutional environment in which educational leadership operates. In conditions marked by instability, decentralization, and moral pressure, educational guides are compelled to improvise and act beyond the constraints of formalized bureaucratic structures. Their success is thus explained by situational autonomy and the moral legitimacy they gain from addressing urgent educational needs in wartime and crisis conditions (Li et al., 2022). In contrast, in more hierarchical or stable systems, such as those of Western Europe, the United States, or East Asia, similar non-paradigmatic actions are less likely to succeed because institutional inertia and rigid accountability frameworks restrict improvisational decision-making. The Ukrainian case demonstrates that anti-management can function as a creative strategy of survival, whereas in systems with established procedural order, such behaviour could be interpreted as a deviation from professional norms.

The expert assessments obtained through the Delphi study provide empirical grounding for this interpretation. A high level of consensus (85%) among experts confirms that the synergy between core guiding traits, particularly responsibility, foresight, and productive thinking, serves as a catalyst for institutional innovation. The data suggest a causal relationship between the interaction of moral and strategic traits and the emergence of organizational adaptability. This interaction was perceived not as an additive combination but as a dynamic process in which ethical consciousness amplifies managerial foresight, producing self-sustaining change (Lukashevych & Popozohlo, 2024). The Delphi results therefore support the argument that transversality operates as a mechanism of transformation within educational systems that lack rigid vertical control.

Viewed in a broader comparative perspective, the findings align with international discourses on educational innovation, particularly with Sahlberg's conception of "disruptive innovators" who challenge existing hierarchies through moral authority and professional trust. However, while in OECD contexts such innovation arises within institutional stability and long-term policy continuity, in Ukraine it emerges as a response to systemic fragility and the necessity for localized decision-making (Varyvoda & Gordenko, 2024). The transversal model thus expands the theoretical understanding of leadership by demonstrating that the same constellation of guiding traits can operate differently depending on governance structure and cultural context.

From a global standpoint, these results reveal the potential for integrating Ukraine's experience into broader frameworks of educational governance. The transversal synthesis of axiological, reflective, and synergistic traits corresponds with OECD and UNESCO principles that link moral agency, collaborative learning, and innovation capacity. The Ukrainian case contributes empirical depth to this dialogue by illustrating how moral responsibility and strategic creativity can compensate for institutional weaknesses and still produce sustainable educational outcomes. This indicates that transversality is not merely a national phenomenon but a potentially universal mechanism of educational renewal capable of reconciling local resilience with global standards of ethical leadership.

## 4. Discussion

1. The transversal model conceptualizes guidance in education as a multidimensional construct combining axiological, reflective, and synergistic elements, addressing both personal traits and institutional management. This approach integrates key theoretical paradigms that have been discussed in literature but remain underexplored in practical terms (Starokozhko, 2017; Bekh, 2019).
2. Guidance emphasizes values-driven actions (axiological) rooted in spirituality and humanistic competence as core drivers of educational leadership. These traits were empirically validated through semi-structured interviews with educational heads, where a strong moral foundation was linked to leadership success (Drucker, 2009; Rakhimberdinova et al., 2022).
3. Critical self-reflection (reflective) was identified as essential for the growth and adaptability of educational guides. Interview data revealed that successful leaders continuously reassess their strategies, learning from both successes and failures, thus reinforcing the need for adaptive leadership in dynamic educational contexts (Tyshchenko et al., 2019; Bekh, 2013).
4. Systemic coherence (synergistic) involves the integration of diverse educational components to foster collaborative problem-solving. This was reflected in the comparative analysis of educational leaders from multiple regions, demonstrating that guides who effectively combine personal traits with institutional resources drive more innovative, sustainable educational practices (Kurlyand, 2012; Petrova et al., 2018) (Table 2).

Table 2: Summary of relating empirical observations to theoretical constructs

Theoretical Construct	Empirical Observation	Supporting Literature
Axiological	Values such as responsibility, foresight, and moral integrity were critical for educational leadership. Successful guides expressed high levels of spirituality and humanistic values.	Bekh, I. (2019); Drucker, P.F. (2009)
Reflective	Educational leaders engaged in continuous self-reflection, adjusting strategies based on past outcomes. Critical thinking was key to navigating challenges.	Bekh, Yu.V. (2013); Sahlberg, P. (2021)
Synergistic	Successful leadership required the integration of diverse traits and collaboration across teams. This created a more adaptable and innovative educational system.	Kurlyand, Z.N. (2012); Starokozhko, O. (2017)

## 5. Conclusions

The conclusions of this study emphasize the critical role of guidance in advancing Ukraine's educational paradigm, positioning it as a key element in educational leadership. The research has identified the unique traits and competencies essential for educational leaders, highlighting the concept of guidance as an alternative to traditional leadership. Through both empirical and theoretical methods, a comprehensive framework for understanding guidance has been established, focusing on key attributes such as responsibility, spirituality, and productive thinking. The study also explored the synergistic outcomes, where the interaction of guiding traits results in a synergistic impact greater than the sum of individual qualities, thereby enriching the educational landscape through dynamic guidance.

The findings underscore the importance of adopting an integrative approach in education, integrating diverse paradigms to promote flexibility, innovation, and adaptability. By emphasizing the transversal connections between traits and the anti-managerial aspects of guidance, this research offers a fresh perspective on educational leadership. This approach acknowledges the complexity of educational environments, aligning with global educational trends while considering Ukraine's specific cultural and historical context. The study advocates for the structured development of guidance competencies within educational institutions, suggesting that the integration of guiding traits into professional development programs for future educational leaders is a necessary step forward.

Furthermore, the study reveals that guidance in education serves as a transformative force that not only challenges traditional leadership structures but also fosters a more adaptive and responsive educational environment. By analyzing the interactions of guiding traits, the research has identified essential attributes, such as foresight, adaptability, and moral commitment, that are vital for navigating the complexities of modern educational landscapes. These traits facilitate the creation of emergent scenarios within the educational system, encouraging innovation and proactive problem-solving. Additionally, the findings demonstrate that guides often transcend normative practices, initiating changes that traditional leadership models might overlook.

For future research, it is crucial to investigate how transversal traits influence educational management outcomes, particularly across diverse educational contexts. The role of anti-management as a catalyst for innovative thinking in education management should also be further explored, particularly its potential to drive transformational changes in educational

policies and practices. A more systematic approach to empirically testing and measuring the transversal model in different educational settings will help refine and improve the model over time, ensuring its practical application and relevance.

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