

LEADERSHIP MANAGEMENT AND EDUCATIONAL TRANSFORMATION PRACTICES OF PUBLIC ELEMENTARY SCHOOL HEADS

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Abstract. The study determined the level of leadership management and the level of educational transformation practices of public elementary school heads. This study employed non-experimental quantitative research design utilizing descriptive-correlation method. Validated questionnaire and Universal sampling procedure were utilized considering the minimal number of teachers in the research locale. One hundred twenty (120) public elementary school teachers were the respondents of the study. Using mean, pearson-r, and regression analysis, the findings revealed that the level of leadership management was high while the level of educational transformation practices of public elementary school heads was also high. Moreover, the overall results disclosed that indicators for the leadership management had a strong positive correlation to the educational transformation practices of public elementary school heads. Further, results from the regression analysis revealed the following have a strong influence of leadership management on educational transformation practices of public elementary school heads: Democratic, Instructional, and Transformational Style. It is suggested that the Department of Education should conduct seminars and workshops on Different Leadership and Management Styles to sustain a high performance of school heads in managing and leading the school. It is also recommended that professional development training opportunities for school heads are needed to be addressed to attain basic education targets.

KEY WORDS

1. Leadership management.
2. educational transformation practices.
3. Transformational Style.

1. Introduction

Educational management and practices especially in the educational leadership setting are concepts in understanding the central educational organization or institutions. It organizes the educational management and practices to analyze functions and responsibilities for the system. The system of carrying responsibility on kind, state and in action. The educational leadership influences the act of goals in the educational setting. It necessitates goals for the achievement action in delegation of leading influences and responsibility in educational management. Educational management and leadership are responsibly carrying the practice and influences. They play a prominent role in the educational organization and or institutions. The concept of educational leadership and practices organizes and understands the function and their

values. It analyzes and entails educational leadership management in caring for the function and responsibility of the education system and participation. It carries the type of responsibility to provide necessary action in educational management and leadership. Educational management and leadership influence the act of educational setting to attain the action and goals. It provides the responsibility that influences leadership and management. Educational leadership and management undertake ideally and responsibly the practice that carries and entails necessary function in the educational system. Educational responsibility comes from an important notion in the organization that analyzes the prominent school system. Globally, educational management and educational leadership are the concepts and foundations of the organization to emerge and clarity to describe academics and practitioners. Educational leadership and management favor the description of the school system and development. It distinguishes the leadership and management in the educational organization in the study of Shaturaev Bekimbetova (2021). Educational leadership and management practices draw the knowledge and explore the concept, relevant issues, and contemporary policy in the system. It addresses the empirical leadership and management improvement educational organization. It presents implications and evidence in the concerned challenges and leadership preparation, learning, development, and management (Harris Jones, 2021). The importance of educational leadership and management accumulated the knowledge and purpose of the school system. It identifies and seeks contribution to distinct educational leadership and management. Notably, a good educational leadership management practice in transformation of prospective organization is necessary in learning improvement of the school system. It boosts the capacity of a school leader to improve achievement for effective educational leadership and practices. There is a link or connection between educational leadership management and practice to the positive outcome learning of learners. They will be guided through the policies and guidelines set for them in school and learners comply to the best they can. This is a proof of good leadership in the educational system that directs and makes experiences for student impact and performance. A good leadership in school enables better practice in a school wide expertise in teaching to achieve the order of progress among learners. It is a driven leadership principle that defines its roles in educational leadership. Educational leadership is essential in the benchmarking and understanding effective and good leadership in school for a lasting change (Luedi, 2022). Similarly in the Philippines, leadership and management need to be given equal prominence if schools are to operate effectively and achieve their objectives. "Leading and managing are distinct, but both are important. The challenge of modern organizations requires the objective perspective of the manager as well as the flashes of vision and commitment wise leadership provides" (Bolman, 2017). School heads are agents of change who contribute a major impression on the educational milieu through their information-sharing methods, creating supportive social connections, participating in mentoring programs, and fostering progress. Hence, this study ascertained the interrelation between the public-school head's leadership practices and teachers' performance. As correlation research, simple random sampling was used to calculate the sample size for teachers, while total enumeration was used for school heads (Aquino, 2021). According to Fabelico (2021), the school head is the axis around which many elements of the school take precedence. He is responsible for every dimension of the operation of the system, be it academic or administrative. The school head must be inclined to make almost all the school's decisions. Thus, the school head must be a director,

a planner, and a judgment-maker. A trustworthy school head would use collaboration as a working technique by establishing teams and smaller units of team members to examine proposals or tactics. In the study of Afalla (2021) becoming an inspiring school leader is by no means an easy task, regardless of the context of service. However, the core operational concepts for educational leadership remain the same. There is an argument that leadership cannot just be attributed only to a single individual; essentially, it is a mixture of unique reasons. The effective and sustainable governance of any institution depends on the willingness of the school officials to develop and implement initiatives that might guarantee a continuous increase in efficiency and a pleasant professional relationship between the administration and its constituents. Consequently, efficiency is what school heads are requesting from their teachers in the educational sectors. Presently, Maa District, Divi-

sion of Davao City has various challenges that need to address especially in terms of the leadership management and educational transformation practices of public elementary school heads. Empower the school heads to lead their teachers and students through reforms which lead to higher learning outcome; Bring resources, including funds down to the control of school to spur change in line with decentralization and strengthen partnership with communities to invest time. The researcher is very much interested in studying the leadership management and educational transformation practices of public elementary school heads in Maa District because they believe that this can help teachers become better managers or prepare them to take on the role of manager someday. In addition, understanding the manager's style can be beneficial to know as it can help one relates to him or her better. Management style ties in very closely with communication style.

2. Methodology

This chapter discusses the research methods, which give direction in this investigation. It includes the research design, research respondents of the study, research instrument and the data gathering procedures.

2.1. Research Design—This study used the non-experimental quantitative research design utilizing correlational method. According to Panda (2020), descriptive correlational method is used to determine the relationship between two or more variables and to ascertain their relationship. More to the point, Cook (2018) emphasizes that this method is used since the study provides a description of individuals and aims to explain the nature of the data. This study is descriptive in nature since it assesses leadership management and educational transformation practices of public elementary school heads in Maa District, Division of Davao City. This is correlational since it determines leadership management and educational transforma-

tion practices of public elementary school.

2.2. Research Respondents—This study was conducted in seven (7) schools of Maa District, Division of Davao City. The respondents were composed of 120-selected teachers of Maa District, Division of Davao City. They have been in the service for at least five to ten years teaching experiences in the Department of Education (DepED) and have said something on the leadership management and educational transformation practices of public elementary school heads. Random sampling technique was employed in this study. However, Langub Elementary School and Magtued Elementary School with 100 percent of respondents were involved. For the rest of the schools,

fifty percent were given the questionnaires. The schools were equidistantly located in the whole district, which can be reached by means of land transportation facilities. The environment is conducive to educational research.

2.3. *Research Instrument*—This study adapted a questionnaire on components of leadership management which was patterned and adapted by the researcher from “Excellent Leadership Theory in Education” as cited by Kiral (2020). Successful leader employer educators are the best in a process that extends leadership among teachers or employees in the school organization that lead to change and positivity. Effective leaders in school provide excellent behavior and leadership for the achievement of the learners. The questionnaire on instructional leaders’ productivity was patterned Mezirow (2014) Transformative Learning Theory management by It claims to enjoy the educational leadership management practices in school as the approach of leadership potential improved the achievement and systematic process in the school organization. It provides concept and design to understand the gaps of excellent leadership behavior and leadership to improve efforts and outcome. In pursuit of humanity the management has scientifically continued its best achievement. The questionnaire was modified mainly through the researcher’s preferences to suit the needs of the study. The adapted ques-

tionnaire was validated by the experts from the DepEd-Division of Davao City. Validity of the instrument ensured through expert’s opinions and pilot testing. To ensure the reliability of the instrument, a pilot test was conducted through calculating the value of Cronbach’s Alpha with the obtained values of 0.694. The questionnaire was divided into two (2) parts, namely: leadership management and educational transformation practices of public elementary school heads. Hence, the Cronbach’s value of the construct has met the minimum reliability of 0.724, it means that the measures used are consistent enough for the study. In terms of instrument’s face validity, the items were modified to suit the purpose of this study and were validated by experts. The questionnaire was presented to the adviser for comments, corrections, and suggestions. Part 1 of the questionnaire contained the items on leadership management with the following aspects democratic style, authoritative style, instructional style, and transformational style. Part 2 pertained to the educational transformation practices with the dimensions, namely: education equity, learner experiences, strengthening school culture, and innovation skills in leadership. The perceptions of the respondents among the Maa District teachers were based on the following Five-point Likert rating scales:

Range	Descriptive Equivalent	Interpretation
4.20-5.00	Very High	The leadership management is always evident.
3.40-4.19	High	The leadership management is oftentimes evident.
2.60-3.39	Moderate	The leadership management is sometimes evident.
1.80-2.59	Low	The leadership management is rarely evident.
1.00-1.79	Very Low	The leadership management is not evident.

2.4. *Data Gathering Procedure*—1. Permission to conduct study. The researcher wrote a letter asking permission from the Dean of Graduate School to conduct this research study.

The researcher secured a permit to conduct the study from the Office of the Schools Division Superintendent of the Division of Davao City through channels to the Office of the Public

Range	Descriptive Equivalent	Interpretation
4.20-5.00	Very High	The educational transformation practices are always evident.
3.40-4.19	High	The educational transformation practices are often-times evident.
2.60-3.39	Moderate	The educational transformation practices are sometimes evident.
1.80-2.59	Low	The educational transformation practices are rarely evident.
1.00-1.79	Very Low	The educational transformation practices are not evident.

Schools District Supervisor (PSDS) of the different schools. 2. Distribution and retrieval of questionnaires. Upon approval of the permit to conduct the study, the sets of questionnaires were sent to the respondents via google forms and through email-add of the school heads and teachers. The questionnaires were retrieved right after the respondents were through answering the questions and sent them back through researcher’s email-add or messenger. 3. Collection and statistical treatment of data. The data was collected during the Corona Virus Pandemic (COVID-19) time; therefore, the collection of data was based on the protocols set by the Inter-Agency Task Force (IATF) standards.

It is a task force organized by the executive of the Philippine government to respond to affairs concerning emerging infectious diseases in the Philippine which was convened in January 2023. The collection of data was conducted following the protocols of IATF to avoid being contaminated and infected by COVID-19. For some participants who missed answering the questionnaire, the video call, via messenger, viber, zoom or goggle meet were used to gather the data or responses of the participants. 49 These were submitted to the statistician for analysis. The researcher together with the statistician tabulated the data, analyzed and subjected them for statistical analysis.

2.5. *Data Analysis*—The following statistical tools were used in the analysis and interpretation of the responses in this study: Mean. It was used to determine the level of leadership management and educational transformation practices of public elementary school heads in Maa District, Division of Davao City. Pearson Product Moment Correlation Coefficient (Pearson-r). This statistical tool was used in determining the

significant components of leadership management and educational transformation practices of public elementary school heads in Maa District, Division of Davao City. Multiple Linear Regression. This was utilized to determine the significant influence of components of leadership management and educational transformation practices of public elementary school heads in Maa District, Division of Davao City.

3. Results and Discussion

Presented in this chapter were the results of the data gathered. Two sets of research were employed to determine the level of leadership management and educational transformation practices of public elementary school heads of Maa District, Division of Davao City. The discussion of the results and interpretations were presented accordingly based on the statement of the problems. Presentation of the interpretation was arranged according to the sub-headings: The level of leadership management in terms of democratic, authoritative, instructional, and transformational; the level of educational transformation practices of public elementary school heads in terms of educational equity, students experience, strengthening school culture, and innovational skills in leadership; and which of the factors of leadership management significantly influence the educational transformation practices of public elementary school heads of Maa District, Division of Davao City.

Summary on the Level of Leadership Management. The summary information on the level of leadership management is reflected in table 1. The data are presented as follows: Democratic style has a mean of (3.99) with a description of high. Then, it followed by transformational style which gained a mean of (3.84) which also interpreted as high. Likewise, authoritative style gained a mean of (3.67) which described as high. Finally, the respondents on instructional style revealed with a mean of (3.57) which interpreted as high.

Table 1. Summary on the Level of Leadership Management

No	Statements	Mean	Descriptive Equivalent
1	Democratic Style	3.99	High
2	Authoritative Style	3.67	High
3	Instructional Style	3.57	High
4	Transformational Style	3.84	High
Overall Mean		3.77	High

It can be garnered from the table that democratic, transformational, authoritative, and instructional style were high. Instructional style was the least among the indicators of leadership management. Therefore, there is a need to nurture instructional leadership among instructional leaders in public elementary school heads so that the harmonious rapport between them and their teachers be established making it an avenue of improving the teacher’s self-efficacy beliefs and of improving their teaching performance. This finding is congruent to the statement of Prytula, Noonan, and Hellsten

(2013) as cited by Daing (2015) expressing that instructional leadership becomes hard to fulfill because the job encompasses a huge component of managerial duties and demands. Many of the demands of being school administrators have been created by social forces and others by policy issues (Goodwin, et. al., 2003), but they have all resulted in “leadership issues including the layering of additional responsibility without corresponding authority, an imbalance between management and leadership despite the expansion of the work week, an increase in ambiguity and complexity, and declining morale

and enthusiasm.”

Summary on the Level of Educational Transformation Practices. Displayed in Table 2 are the data on the summary on the level of educational transformation practices of public elementary school heads. The indicators are presented from highest to lowest mean ratings given by the respondents. Innovative in leadership has a mean of (4.16) with a description of very. Then, it followed by educational equity has gained a mean of (4.02) which also interpreted as high. In addition, strengthening school culture revealed a mean of (3.91) which is interpreted of high. Finally, the respondents find students experience with a lowest mean of (3.86), which interpreted as high. It an overall gener-

ated mean of (3.99) or very, therefore the level of educational transformation of public elementary school heads was high. It means that school heads need improve their transformational leadership in the process of school improvement. The school heads need to create conditions to stimulate the morale of the school members with their higher level of leadership, making different members at different times can be motivated, respected, trusted and improve satisfaction, and gradually reaching a consensus with the overall objectives of the school. Therefore, what the school heads should focus on is the school members’ need in each stage.

Table 2. Summary on the Level of Educational Transformation Practices

No	Statements	Mean	Descriptive Equivalent
1	Educational Equity	4.02	High
2	Students Experience	3.86	High
3	Strengthening School Culture	3.91	High
4	Innovative in Leadership	4.16	High
Overall Mean		3.99	High

It can be gleaned from the table that innovative in leadership, educational equity, strengthening school culture, and students experience were high. Strengthening school culture was the least among the indicators of educational transformation practices of public elementary school heads. Therefore, school culture is considered a framework of implications that impact each viewpoint of the school counting school viability. Instructive education must provide quality instruction to prepare the understudies for the long run era. As such, schools offer an environment where learners can learn the desired skills and information. Each organization has diverse characteristics based on its reason and mission.

The school culture can give the most excel-

lent environment for the instructing and learning programs and interface the staff with the school (Dogan, 2015). The school culture is one of the factors which can impact school effectiveness. Organizational culture can often be ignored in organizations that are comfortable with the status quo and this is quite typical in schools. Schools have a tendency to become like traditional factories and may not be aware of innovations that can help them develop much stronger outcomes. Many people are not aware of the culture within their organization until it is challenged or threatened (Davis, 2018). This lack of cultural awareness is common in schools and it shines bright particularly when there are changes within the leadership of the school. Cul-

tural awareness can be created by utilizing assessment tools such as the School Culture Survey (Grunert Whitaker, 2015). School leaders can also obtain cultural information through formal and informal surveys.

Significant Relationship Between Leadership Management and Educational Transformation Practices of Public Elementary School Heads of Maa District, Division of Davao City

Shown in Table 3 is the statistical analysis on the significant relationship between the leadership management and educational transformation practices of public elementary school heads of Maa District, Division of Davao City. Based on the analysis, the overall p-value is equal to 0.000 with an r-value equal to 0.759.

This means that there is a strong significant positive correlation between the leadership management and educational transformation practices of public elementary school heads of Maa District, Division of Davao City. Hence, this study rejects its set null hypothesis. Furthermore, the analysis depicts that an increasing manifestations of public elementary school head’s leadership management leads to an increase of their educational transformation practices. Specifically, the analysis in Table 3 highlighted the individual relationship of each indicator of public elementary school head’s leadership management and their educational transformation practices.

Table 3. Significant Relationship Between the Leadership Management and Educational Transformation Practices of Public Elementary School Heads of Maa District, Division of Davao City

Educational Transformation Practices of Public Elementary School Heads	Leadership Management		
	r	p-value	decision
Democratic Style	0.664	0.000	Reject
Authoritative Style	0.524	0.000	Reject
Instructional Style	0.424	0.000	Reject
Transformational Style	0.634	0.000	Reject
Overall	0.759	0.000	Reject

Based on the analysis, the Democratic Style of leadership management ranked as the top indicator garnering a strong significant positive correlation with school head’s educational transformation practices which obtained a p-value of 0.000 and r-value of 0.664. This was followed by the Transformational Style of leadership management obtaining a strong significant positive correlation with school head’s educational transformation practices which obtained a p-value of 0.000 and r-value of 0.634. Third, is the Authoritative Style of leadership management obtaining a moderate significant positive correlation with school head’s educational trans-

formation practices which obtained a p-value of 0.000 and r- value of 0.524. Lastly, is the Instructional Style of leadership management garnering a moderate significant positive correlation with school head’s educational transformation practices which obtained a p-value of 0.000 and r-value of 0.424. In addition, all of the indicators of public elementary school head’s leadership management show direct positive relationship to their educational transformation practices. This means that as the following discussed indicators were increasingly manifesting by the public elementary school head’s then their educational transformation practices will

also increase.

Regression Analysis on the Significant Influence of the Leadership Management on the Educational Transformation Practices of Public Elementary School Heads of Maa District, Division of Davao City

As shown in the table 4, the overall analysis obtained p-value of 0.000 and F-value equal to 45.384 stating that there is a significant influence of public elementary school head’s leadership management on their educational transformation practices in Maa District, Division of Davao City. This also implies that the regression model used in the analysis of the study is useful and that there is validity in the interpretation on the assumption of the said influences. In addition, the regression analysis of the study showed three (3) out of the four (4) indicators

of public elementary school head’s leadership management significantly influence their educational transformation practices in Maa District, Division of Davao City. These public elementary school head’s leadership management indicators were the Democratic Style indicator which obtained a t-value equal to 6.415 and a p-value equal to 0.000, the Transformational Style indicator which obtained a t-value equal to 4.396 and a p-value equal to 0.000, and the Instructional Style indicator which obtained a t-value equal to 2.476 and a p-value equal to 0.015. With this findings, the set null hypothesis of this study that there are no indicators of public elementary school head’s leadership management that significantly influence their educational transformation practices in Maa District, Division of Davao City is rejected.

Table 4. Regression Analysis on the Significant Influence of the Leadership Management on the Educational Transformation Practices of Public Elementary School Heads of Maa District, Division of Davao City

Educational Transformation Practices of Public Elementary School Heads Sig.	Leadership Management					Decision on Ho
	Unstandardized Coefficients	Standardized Coefficients	t	Std. Error		
Constant	1.060	.233	4.546	.000		
Democratic Style	.310	.048	.432	6.415	.000	Reject
Significant	.076	.057	.100	1.346	.181	Reject
Authoritative Style						
Not Significant	.145	.059	.163	2.476	.150	Reject
Instructional Style						
Significant	.231	.053	.321	4.396	.000	Reject
Transformational Style						
Significant						

On the other hand, the Authoritative Style indicator of public elementary school head’s leadership management does not significantly influence their educational transformation practices in Maa District, Division of Davao City since it obtained a t-value equal to 1.346 and a p-value equal to 0.181. Significantly, the established results of the regression analysis garnered an R2 equal to 0.612. This means that there are 61.2 percent ascribed to the significance influence of public elementary school head’s

leadership management that significantly influenced their educational transformation practices in Maa District, Division of Davao City. Thus, the other 38.8 percent is ascribed to the other indicators not stipulated in the study. Particularly, these indicators could be included to determine that they might have stipulated influence on the educational transformation practices of public elementary school heads in Maa District, Division of Davao City.

4. Conclusions and Recommendations

This section presents the findings of the study based on the data outcome. The conclusions drawn from the findings of the study are likewise outlined in this section. To maximize the significant contribution of this study, the researcher has laid down recommendations in this chapter.

4.1. Findings—This non-experimental research using correlation design in this study aimed to determine the level of leadership management and educational transformation practices of public elementary school heads. Specifically, this study aimed to determine the level of leadership management in terms of democratic, authoritative, instructional, and transformational style. Moreover, this also identified the level of educational transformation practice of public elementary school heads in terms of educational equity, student experience, strengthening school culture, and innovative skills in leadership. Finally, this study determined the significant relationship between the level of leadership management and the level of educational transformation practices of public elementary school heads. Using the non-experimental research, the level of leadership management and educational transformation practices of public elementary school heads was determined. The respondents of the study were the 120-public elementary school teachers in Maa District, Division of Davao City. A modified teacher-made survey questionnaire was adopted from the study of Excellent Leadership Theory in Education as cited by Kiral (2020) and Transformative Learning Theory by Mezirow (2014) was utilized as the main instrument of this study. After thorough analysis, significant findings showed that the level of leadership management in terms of democratic, authoritative, instructional, and transformational style was high. Similarly, the level of educational transformation practices of public elementary school heads in terms of educational equity, students experience, strengthening school culture, and innovative skills in leadership was high which means that it was

sometimes manifested while in terms of leadership management which also high. Hence, the level of educational transformation practices as demonstrated by public elementary school heads of Maa District, Division of Davao City was high. Finally, indicators of leadership management such as democratic, authoritative, instructional, transformational style have significant influence of educational transformation practices of public elementary school heads.

4.2. Conclusions—Based on the findings of this study, the following conclusions were offered: The level of leadership management of public elementary school heads was high. The level of educational transformation practices of public elementary school heads was also high. There was a strong positive correlation between leadership management and educational transformation practices of public elementary school heads based on the indicators. Based on the results revealed, the following indicators have a strong influence of leadership management to the educational transformation practices of public elementary school heads: Democratic, Instructional, and Transformational Style.

4.3. Recommendations—The following interventions were offered based on the conclusions of the study: The Department of Education should conduct seminars and workshop on Different Leadership and Management Styles to sustain a high performance of school heads in managing and leading the school. Professional development training opportunities for school heads professional are needed to be addressed to attain basic education targets. Future school heads should maintain their proper management and performance in the school and exercise the qualities of a good leader. Quality public edu-

cation also requires effective school principals. Design leadership training programs for public school heads around critical skills involved in school-based management such as innovative and design thinking, stakeholder engagement, financial management, project management, and monitoring and evaluation to enable them to better provide the basic needs of the school community and address other challenges. Future Researchers may use the findings of this as springboard to conduct a study with a similar subject but with a larger scope to explore other dimension of the study.

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