



SCHOOL MANAGEMENT COMPETENCE AND LEADERSHIP SKILLS OF SENIOR HIGH SCHOOL HEADS TOWARDS TEACHER MOTIVATION FRAMEWORK

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Abstract: This study intends to determine the relationship between school heads' perceived managerial skills and leadership skills to teachers' motivation concerning performance, which will be used to construct a Teacher's Motivation Framework. This study used a mixed method design, specifically, an explanatory sequential mixed method design. The explanatory sequential design is a research approach that gives equal importance to the quantitative and qualitative phases (Creswell, 2011). The primary objective of the second qualitative phase frequently entails elucidating the findings obtained during the initial quantitative phase and occasionally addressing anomalies that deviate from the overall trends observed in the gathered data. The first phase utilized descriptive correlational design, while the interview method was utilized in the qualitative phase. The respondents of this study are one hundred fifty teachers from eight identified secondary schools in the division of Olongapo, who were randomly selected using a stratified sampling technique and eight school heads. The study used descriptive statistics to describe collected data from the survey questionnaire. Pearson r and t -tests were used in the quantitative phase to test the study's null hypotheses. On the other hand, a coding system and thematic analysis were employed in the qualitative phase. The study revealed that school heads' leadership skills have a strong positive and significant relationship with teacher's motivation. Likewise, the managerial skills of school heads significantly and strongly correlate with teacher's motivation. In addition, teachers and head teachers are similar in their perspective on the school head's managerial and leadership skills and teacher's motivation. The teacher's Motivation Framework shows that the school head's leadership directly influences a teacher's motivation in terms of relatedness in terms of humanistic skills and managerial skills in terms of professional and personal attributes (PP). Likewise, existence needs are directly influenced by the principal's leadership skills in terms of humanistic and technical skills, as well as managerial skills in terms of creating a learner-centered climate (SC) and school management and daily operations (SM). Furthermore, a teacher's motivation in terms of growth needs is directly influenced by professional and personal attributes (PP), human resource management and professional development (HM), and instructional leadership (IL).

Keywords: Educational Leadership, Motivational Conceptual Framework, Sequential Explanatory Mixed Method, Olongapo Philippines

INTRODUCTION

Leadership is a collection of a leader's rules, acts, attitudes, qualities, and influences. Leadership may be crucial if the principal needs to improve management and encourage their personnel to reach particular goals. Leadership management and the competence of school leaders are the primary components of a successful learning organization from a global perspective; thus, it increases teachers' motivation to perform at their best while maintaining work ethics and professionalism, job satisfaction, and professional growth. (Dewi et al., 2024) further elaborated on this relationship, indicating that professional development programs aimed at enhancing teachers' pedagogical skills directly correlate with improved student learning outcomes. Such programs typically address key areas, including instructional strategies, classroom management, and teacher-student interactions, highlighting the multifaceted role that teacher development plays in elevating academic achievement. Asirit (2023) highlights the necessity of cultivating a collaborative school climate to enhance leadership competence. Their research indicates that principals who emphasize teamwork and collective goals positively influence teachers' morale and efficacy. According to (Indajang et al., 2021), several studies suggest that teachers' motivation mainly drives their performance. Leaders must exhibit self-efficacy in executing leadership skills to improve the learning organization, including their subordinates (Sakiz et al., 2019). Furthermore, school efficacy and



performance are heavily reliant on the administrative abilities of school administrators (Bolanle, 2019). Likewise, a recent study has revealed that school leaders' management abilities and competency are crucial when managing a learning organization since they may significantly impact teachers' capacity via empowerment (Parveen et al., 2022). In support of this claim, school leaders' behavior, competency, and leadership qualities influence their teachers' devotion level and whether the organization will achieve the aims mentioned above (Rusdiana et al., 2020). Through their supervising skills, the school principal is the sole person who can lead the teachers and govern the school (Naidoo, 2019). The educational system's next challenge is to improve educational quality. However, the PISA findings show that an increasing proportion of students are likely to fail academically, showing that the educational system's primary purpose of increasing students' learning needs to be revised. Research by Chemodanova et al. (2022) further supports the notion that leadership competencies are essential for forming future teachers' leadership abilities. The study emphasizes that the lack of established leadership skills among teachers can create a gap in their ability to foster effective learning environments. School administrators must embrace approaching changes to transform the school into a purposeful and goal-oriented learning organization.

According to ASEAN studies, school leaders' knowledge and talents are essential to contribute to teacher motivation, but the most critical part is their emotional relationships with their subordinates. Shields & Hesbol (2019) demonstrate that when school leaders encourage cooperation between educators, it can lead to transformative practices that foster inclusion and equity within the learning environment. Teachers will feel they belong in the school if school leaders treat them well, resulting in joint efforts to attain organizational goals. According to Khalik et al., 2020, cooperation is critical to keeping teachers functioning peacefully. Knowing they are not the only ones putting in effort will increase their job satisfaction. On the other hand, school leaders must demonstrate qualities and sustain the prescribed management behavior and styles while proving they are working constructively with their teachers. On the other hand, some researchers questioned the findings of these studies. Amini et al. (2022) further elaborate on how motivational factors can be enhanced through effective school practices, reiterating that a focus on teacher autonomy and a manageable workload contributes significantly to improved job satisfaction and motivation. This is possible if school administrators maintain a positive relationship with their teachers via their self-efficacy in managing the school and its staff. Research consistently indicates that effective school leadership directly correlates with improved teacher performance and subsequently better student outcomes. For example, Hammad et al. (2024) illustrate that principals who exemplify instructional leadership promote a collaborative environment that encourages teacher development and student engagement. These elements are critical in organizational management; the learning organization may accomplish its goals and objectives. In addition, Gapultos (2017) believes that it is vital for school principals to attend various training courses to strengthen their leadership skills and management abilities. Additionally, Saleem et al. (2020) found that participative leadership styles, where school heads involve teachers in decision-making processes, lead to higher levels of motivation and job satisfaction. Even though various studies have demonstrated that leadership abilities and competency are necessary for inspiring teachers, research has proven that it is still based on teachers' poor mental health, as described by (Firman et al., 2021). Teachers must have good mental health to function under pressure and fulfill their responsibilities. Aside from mental health, Indajang et al. (2021) feel that motivation for teachers must originate from the inside. Teachers must understand and embrace their purpose to serve and grow pupils, and they must do so with grace and self-motivation.

The educational system's next challenge is to improve educational quality. However, the PISA findings show that an increasing proportion of students are likely to fail academically, and the educational



system's primary purpose of increasing students' learning needs to be revised. Effective leadership styles are essential for motivating teachers, as exemplified in the research by (Aboudahr et al., 2023). They are accountable for accomplishing students' learning via strategic planning, monitoring, skills, and competency to enhance and improve their instructors. In the Philippines, the fundamental responsibility of a school principal is to contribute to the educational system by empowering teachers (Aquino et al., 2021). They help to enhance the educational organization through collaboration, networking, and programs that allow their subordinates to advance professionally in their chosen sector. The capacity of school leaders to display vital talents in managing the learning organization despite barriers faced while adopting rules, standards, and goals will lead to a more straightforward path to organizational goals (Bantolo & Arenga, 2021). These qualities include providing a suitable learning environment for students, fostering community links, increasing staff performance, empowering teachers for professional growth, and managing human resources. Leadership conduct and competency of school leaders have been shown to affect school performance sustainability and promote school-based management (Cabales & Peregrino, 2021). School-based administration will determine the school's performance and goals for the academic year. According to Awan et al. (2023), effective school leadership practices enhance instructional quality—when principals function as instructional leaders, resource providers, and effective communicators, they positively impact teachers' abilities to adhere to content and pedagogical standards. The school heads are responsible for monitoring the school's and teachers' performance and coordinating and guiding the learning organization's achievement (Villanueva et al., 2021). Furthermore, the instructional leadership qualities of the school heads will either improve or demotivate teachers to do their responsibilities to the best of their abilities (Daing & Mustapha, 2022). The leadership of school principals has a significant impact on teacher performance and motivation to work. Other studies, including those by Panagopoulos et al. (2023), highlight that various factors influence teacher motivation, including personal aspirations and external societal factors. Principals' skills may be measured across several dimensions, including student, teacher, parent, community, and employer perspectives. Furthermore, assessing how teachers evaluate their principals' leadership and management skills is critical and offers evidence for school leadership and management reform. Likewise, Comighud and Arevalo (2021) stated that when teachers are grouped and compared based on variables such as age, gender, and length of service, there is no significant difference in their level of motivation. However, variables such as the highest educational attainment and average monthly income are found to be significant. Nonetheless, studies from both global and local perspectives have proposed viable theoretical frameworks. While there are some parallels between the research stated above and this study, they are not duplications because the period, respondents, and setting are separate and different. Given these settings and existing practices, no studies have been undertaken on junior high schools to examine their leadership abilities, managerial competence, and teacher motivation, all influencing teachers' professional growth and involvement in schools.

These presentations of studies and literature synthesize that the current study intends to determine the relationships between school leadership and management theories and teacher motivation in secondary school. This study aims to add to and extend the current body of knowledge on leadership characteristics, managerial competency, and teacher motivation. Remarkably, the study will cross-sectionally describe the head teacher's managerial competency in terms of technical, human, and conceptual skills, and leadership skills in terms of school leadership, instructional leadership, creating a student-centered climate, human resource management, and professional development, parent involvement, and community partnership, school management, and daily operations, and professional and personal attributes as perceived by secondary school teachers. Moreover, it intends to describe



teacher's motivation in the area of existence needs, relatedness, and growth needs. The survey results will be used as the basis for the structural equation model of teacher motivation related to secondary principals' perceived leadership and managerial skills.

FRAMEWORK

The study will assess the school heads competence and managerial skills and their effect on the teachers' level of motivation. The Input-Process-Output (IPO) model indicated a practical framework for the research design. The first frame is the input, which includes leadership skills, leadership competence as suggested by the Philippine Professional Standards for School Heads, and teachers' motivation level. The second frame employs data gathering processes, wherein the data collection used a survey questionnaire through Google Sheet/Form and data presentation and analysis using statistical tools like frequency, percentage, Pearson r, and Likert Scaling Technique or using the scale of 1 – 5 whereas (1- Strongly disagree, 2- Disagree, 3- Moderately Agree, 4-Agree, and 5- Strongly Agree). The last frame is the output, wherein the suggested outcome is to increase the teachers' level of motivation through a proposed teachers' motivation framework. According to an interview with some school principals in the division of Olongapo, there is what they call a Teacher's Motivational Framework or TMF, which intends to enhance teachers' educational motivation in school settings. This model does not mainly show the direct or indirect influence of the constructs, such as how teachers' sense of efficacy, community, and professional identity affects their motivation (See Appendices on School Heads Validation Interview Transcript). In this regard, it is highly significant that this study was conducted as it intends to highlight the influence of manifest variables on teachers' motivation, which the TMF highlighted. Moreover, this illustrates the direct and indirect influence of the variables that affect teachers' motivation.

OBJECTIVES OF THE STUDY

The objective of this study is to determine the relationships between school leadership and management theories and teacher motivation in secondary school. This study aims to add to and extend the current body of knowledge on leadership characteristics, managerial competency, and teacher motivation. Moreover, it intends to describe teacher's motivation in existence needs, relatedness, and growth needs. The survey results will be used as the basis for the structural equation model of teacher motivation related to secondary principals' perceived leadership and managerial skills.

METHODOLOGY

Research Design

This study on school heads' leadership skills and competence and their effect on teachers' motivation utilized a sequential explanatory mixed method design. As per the scholarly work of Creswell and Clark (2017), the domain of mixed methods research encompasses two separate categories of sequential designs. The main objective of this study revolves around providing a comprehensive understanding of the explanatory sequential design in the context of mixed methods research. The explanatory sequential design is a research approach that gives equal importance to the quantitative and qualitative phases (Creswell, 2011).

The first phase of the study will utilize descriptive-correlational design. Typically, a questionnaire survey is used to collect it, along with a documentary analysis of previously available



data and data supported by observations or interviews conducted at a specific time. After the respondents answered the questions, the researchers explained their responses. Descriptive correlational design will assess the relationship between two or more variables. The researcher utilizes this design to gather information based on the skills and competence of the participants and seeks to establish the connection between leadership skills, competence, and teachers' motivation

The study's second phase will utilize interview analysis to explain some underlying context of the teacher motivation framework that quantitative data analysis should have discussed in depth. The researcher intends to use thematic and narrative interview analysis. The initial step in conducting a thematic content analysis involves the identification and elimination of biases, as well as the establishment of overall impressions derived from the data. Instead of employing a preconceived framework, adopt an organic method to find prevalent themes within the data during material exploration. The objective is to identify prevalent patterns within the dataset. At the same time, narrative analysis entails comprehending and interpreting the individual narratives provided by interview participants. Utilize this particular method of qualitative data analysis in order to emphasize significant elements inside narratives that are most likely to resonate with one's readership. Furthermore, it is essential to emphasize the key findings identified in various domains of scholarly investigation.

Research Site

This study was conducted in eight (8) high schools within the Division of Olongapo City, specifically Tapinac Senior High School, Mabayan Senior High School, Kalalake Senior High School, and Sta. Rita High School, New Cabalan Senior High School, Regional Science High, Baretto Senior High School, and Olongapo City National High School.

Participants

This study includes eight (8) high schools within the Division of Olongapo City as participants. There were 150 teacher participants and eight secondary school principal participants. Most respondents came from Tapinac Senior High School, as indicated by a frequency of thirty-two respondents, followed by Mabayan and Kalake Senior High School with twenty. Moreover, fewer respondents came from Sta. Rita Senior High School as implied by a frequency of eight and as denoted by a percentage of 5.06. In this study, the apportionment of the respondents is based on the total population of teachers in their respective schools. In order to reduce subjectivity in selecting teacher-respondents, they are selected randomly.

Instrumentation

This study utilized an adopted research questionnaire, which was lifted from the study of Cabigao in 2019, entitled "Professional Competencies of School Heads and Their Impact on School Outcome, Organizational Culture, and Principals' Performance." This survey questionnaire involves school heads' competence and managerial skills. The research instrument utilizes Set A, Set B, and Set C. Set A questionnaire is divided into two parts: Part I intends to assess the school heads' perception of their skills, while Part II intends to identify the school heads' competence, Set B is divided into three parts in which Part I intends to measure how teachers perceived their school heads competence and skills, while part II evaluates the level of motivation of teachers. Set C evaluates the level of motivation for teachers' performance in terms of existence needs, relatedness, and growth needs. Unstructured interviews are also conducted to justify and clarify the participants' answers.



The researcher adopted a survey questionnaire from a similar study by Cabigao in 2019. Moreover, face validity was administered, and specialists' agreement was tested using Kendall's W Test. Test-retest reliability, Cronbach's alpha, and Tukey's nonadditivity were also utilized in testing instrument reliability.

Ethical Considerations

The research is conducted following ethical standards and health regulations, ensuring that participants are not coerced and provide full consent before taking part. The survey results and other relevant information are kept confidential. The researcher obtained authorization from the Division of Olongapo and sought consent from all study participants, assuring them of the confidentiality of the results. The collected data is analyzed using appropriate statistical tools in compliance with the Data Protection Act of 2012. The researcher ensures the manuscript is free from plagiarism, cites authors correctly, and acknowledges all references.

Data Collection

The researcher distributed a survey questionnaire through Google Forms among the selected participants of the study. The researcher seeks approval from the Division of Olongapo City before submitting a letter to the school heads asking for their consent to conduct the study and use their teachers as research participants. The researcher distributes the links to the Google form after getting the school principal's approval, along with instructions on how to complete the research questionnaire. The collected data and outcomes are interpreted and analyzed using the proper statistical methods. In the second phase of the research – the qualitative phase, the researcher constructed an interview questionnaire that entails a similar construct to the quantitative phase. All principals included in the study were interviewed, and twelve teachers were interviewed since data saturation was obtained.

RESULTS AND DISCUSSION

This study assessed the school head's leadership skills and management competence concerning teacher motivation. The study proposed a teacher motivation framework anchored on the study's results.

The data analysis indicates that respondents strongly believe that school heads are accessible to their colleagues and employ interpersonal skills to cultivate their work connections, particularly regarding humanistic abilities. Respondents firmly believe that school leaders possess good conceptual abilities, enabling them to effectively consider and identify potential answers to problems that may occur in the school. Additionally, they can comprehend complicated ideas and efficiently address various challenges. Furthermore, the data indicates that the respondents firmly concur that they can utilize diverse tactics to establish a favorable atmosphere and cultivate educational prospects. They also demonstrate the ability to dissect intricate problems into smaller components to comprehend their interconnections, enhancing their ability to solve the issue effectively. Respondents unequivocally concur that school administrators can provide expert guidance to their subordinates and are adept at resolving conflicts and anticipated issues that may develop within the school environment.

Regarding management skills, school heads have complete competence in Creating a Student-Centered Climate, School Management and Daily Operations, and Professional and Personal Attributes. They are perceived to have fair competence in instructional leadership, school leadership, Parent Involvement and Community Partnership, Human resource management, and professional



development. Moreover, school heads' leadership skills are influenced by their effectiveness in communicating decisive and appropriate school decisions among parents, community, and other stakeholders, and their ability to empower their teachers through transformative and distributed leadership that Professional status, Communication skills, Experience, Competence, and Decision-making skills are attributed to Principal's Effective Management Skills.

Moreover, teachers often get motivated by their existing needs, relatedness, and professional growth. In addition, the humanistic skills of principals have a strong positive and significant relationship with teacher's motivation. Likewise, technical and conceptual skills positively correlate with teacher motivation. Generally, school leadership skills have a robust and significant correlation with teacher motivation. Furthermore, instructional leadership, school leadership, creating a student-centered climate, parent involvement and community partnership, human resource management, and professional development are significantly and moderately correlated with teacher motivation. At the same time, School Management and Daily Operations and Professional and Personal Attributes correlate strongly and significantly with teacher motivation. In general, the managerial skills of school heads strongly and significantly correlate with teacher's motivation.

The study also revealed that school heads' leadership and management skills are similar to those perceived by teachers and school heads. Specifically, only existence needs, instructional leadership, school management, daily operations, and professional and personal attributes differ when the responses of teachers and school heads are compared. The respondents perceived that the beneficial influence of the school head's leadership skills on teacher motivation is demonstrated via the fulfillment of known teacher needs, the empowering of teachers, and the establishment of a pleasant school atmosphere and that the proficiency of administrators in managerial abilities has a substantial impact on the motivation of teachers, as reflected by their professional growth, a delegation of school leadership, and acknowledgment of teacher's contributions to the school community. In addition, the Teacher's Motivation Framework shows that the school head's leadership directly influences a teacher's motivation in terms of relatedness in terms of humanistic skills, and managerial skills in terms of professional and personal attributes (PP). Likewise, existence needs are directly influenced by the school head's leadership skills in terms of humanistic and technical skills and managerial skills in terms of creating a learner-centered climate (SC) and school management and daily operations (SM). Furthermore, teacher's motivation in terms of growth needs is directly influenced by professional and personal attributes (PP), human resource management and professional development (HM), and instructional leadership (IL)

CONCLUSION

The study concluded that school heads' leadership and management skills are similar to those perceived by teachers and school heads. Specifically, only existence needs, instructional leadership, School Management, Daily Operations, and Professional and Personal Attributes differ when the responses of teachers and school heads are compared. The respondents perceived that the beneficial influence of the school head's leadership skills on teacher motivation is demonstrated via the fulfillment of known teacher needs, the empowering of teachers, and the establishment of a pleasant school atmosphere and that the proficiency of administrators in managerial abilities has a substantial impact on the motivation of teachers, as reflected by their professional growth, a delegation of school leadership, and acknowledgment of teachers' contributions to the school community. In addition, the Teacher's Motivation Framework shows that the school head's leadership directly influences a teacher's motivation in terms of relatedness in terms of humanistic skills, and managerial skills in terms of



professional and personal attributes (PP). Likewise, existence needs are directly influenced by the principal's leadership skills in terms of humanistic and technical skills and managerial skills in terms of creating a student-centered climate (SC) and school management and daily operations (SM). Furthermore, teachers' motivation in terms of growth needs is directly influenced by professional and personal attributes (PP), human resource management and professional development (HM), and instructional leadership (IL).

Based on the study's findings, the researcher recommends that school heads demonstrate skills in inspiring teachers positively and competency in breaking complex issues into smaller ones to see how they are interconnected to address the problem better. They should work efficiently and keep track of tasks by managing information and time. School heads must focus more on developing competence in establishing pedagogical leadership and a student-centered learning organization, engaging teachers, parents, and students in every school activity, encouraging teachers to strategize their lessons to serve the learners better, and lending an ear among the parents and stakeholders for the betterment of the learning community. Moreover, school heads must develop competence in employing multi-faceted approaches to manage the learning organization, providing logistical support for every financial transaction, and adapting a wide range of abilities that help me work positively. Another is that school heads must always consider in their leadership and management of the school the effectiveness in communicating the school's policy to parents, community, and other stakeholders, decisiveness and appropriateness of principal's decisions over school concerns and pressing issues, professional and personal attributes, school head's competency in distributing leadership that would empower teachers, their level of managerial competence, leadership skills; and relevant experiences in managing school that the participants believe to be crucial specifically in resolving school concerns. To motivate teachers further, school heads must always make teachers feel contented, fulfilled, and satisfied with their jobs, foster a supportive climate for its members, and contribute to research undertakings and other developments that promote teachers' enhancement of skills. Also, school heads must be encouraged to train to improve their conceptual, technical, instructional, and school leadership skills, which would directly influence teachers' motivation. Respondents must look into what causes the significant difference in the perception of teachers and school heads on the constructs of existence needs, instructional leadership, School Management and Daily Operations, and Professional and Personal Attributes. Finally, for future researchers, the framework proposed may be subjected to a structural equation model to evaluate SEM model fit indices.

To effect the necessary changes internationally, educational policymakers should implement professional development programs for school heads focusing on inspirational leadership, effective problem-solving, and pedagogical competence while fostering a supportive and engaging environment for teachers, parents, and students; emphasize efficient information and time management, clear communication of policies, and inclusive decision-making; and conduct ongoing research to refine leadership models and address discrepancies in perceptions between teachers and school heads, ensuring that all stakeholders are actively involved and supported in the educational process.

TRANSLATIONAL RESEARCH

School management competence includes strategic planning, resource management, and operational efficiency. Strategic planning entails aligning school activities with educational goals. Translational research can apply successful strategic models to a variety of school settings. Effective resource management maximizes financial, human, and material resources while providing teachers



with the necessary support. Operational efficiency entails streamlined processes and protocols that ensure smooth daily operations and a stable teaching environment.

To make the study's findings accessible, a multi-format approach using visual and digital media could effectively communicate the essential insights. Infographics could be designed to highlight key findings, such as how school head leadership impacts teacher motivation. These visuals could include flowcharts to illustrate the Teacher's Motivation Framework and bullet points summarizing the areas where leadership directly influences teacher empowerment, professional growth, and a supportive school climate. Differences in perceptions between school heads and teachers regarding leadership skills could be represented in contrasting icons or split visuals for clarity. Additionally, short video explainers could break down complex concepts into everyday language, using animations to illustrate how specific leadership skills of school heads—such as fostering a student-centered environment or employing humanistic skills—contribute to teacher satisfaction and motivation. These videos could also provide practical examples of how principals can engage in decision-making, time management, and community engagement, ensuring the study's recommendations are easy to understand and apply. Through this approach, the study's implications for school leadership and its impact on teacher motivation could reach a broader audience effectively.

Implementing these findings entails providing professional development programs for school principals, ongoing mentoring, and policy recommendations that prioritize leadership training and continuous feedback. Regular assessments and adaptive management practices ensure these strategies remain effective over time.

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