

School Heads' Leadership Skills, Styles on the Teachers' Attributes and School Culture in Elementary Schools Division of Laguna

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Abstract—This study examined how elementary school heads' leadership skills and leadership styles influence teachers' attributes, performance, and school culture. It assessed the levels of school heads' leadership skills and leadership styles, teachers' attributes, and school culture. It also identified significant relationships among school heads' leadership skills and styles, and teachers' attributes and school culture. The study used a quantitative descriptive-correlational research design. The descriptive method was used to describe and measure the variables, while the correlational method was used to determine significant relationships among them. The respondents were selected teachers from chosen schools, and a structured questionnaire served as the main data-gathering instrument. The instrument was validated by experts and pilot tested to ensure clarity and reliability. After securing permission from the proper authorities, the questionnaires were distributed and retrieved. The collected data were organized, tabulated, and analyzed using statistical tools, including frequency distributions, percentages, weighted means, and correlation analysis. The findings revealed that school heads demonstrated very high levels of leadership skills and leadership styles, contributing to well-structured and supportive school environments. Teachers demonstrated strong positive attributes, including adaptability, innovation, and professional competence. The school culture was also found to be positive, characterized by collaboration, shared values, and inclusivity that support teacher growth and a productive learning environment. Significant relationships were found among leadership skills, leadership styles, teachers' attributes, and school culture, indicating that effective leadership plays an important role in improving teacher development and school performance. The study concluded that school heads' leadership skills and leadership styles significantly influence teachers' attributes and school culture, leading to the rejection of all null hypotheses. This shows that effective leadership is essential for developing teachers' professional competencies, strengthening school relationships, and promoting a positive, collaborative school environment. It enhances overall school effectiveness and organizational development. It is recommended that school heads continue to strengthen their leadership skills through continuous training in decision-making, innovation, motivation, and adaptive leadership to further support teacher growth, improve instruction, and enhance school culture.

Keywords— Educational leadership, Leadership styles, Teacher performance, School Culture

I. INTRODUCTION

Effective school leadership is widely recognized as a key driver of school improvement and quality education. School heads play a vital role in setting the vision, managing resources, fostering collaboration, and building partnerships

that support teaching and learning. Strong leadership skills, including decision-making, communication, instructional supervision, and strategic planning, enable school heads to guide teachers and stakeholders toward shared educational goals (Leithwood, Harris, & Hopkins, 2020). Schools led by competent and proactive leaders tend to develop positive organizational cultures and achieve better educational outcomes.

Educational scholars have emphasized that leadership practices in schools significantly influence teachers' motivation, commitment, and collaboration. According to Hoque and Raya (2023), the leadership style adopted by school principals can shape teachers' behaviors and working relationships within the school environment. Effective leadership enables school heads to build trust, encourage participation, and guide teachers toward achieving the institution's shared goals.

Moreover, teachers' attributes, such as job satisfaction, professional commitment, instructional practices, and willingness to innovate, are closely tied to the leadership climate in their schools. Schools with leaders who empower teachers and promote professional development are more likely to experience positive changes in instructional practices and teacher retention.

Furthermore, it is shown that leadership not only influences individuals but also the organizational culture of schools. School culture refers to the shared beliefs, values, traditions, and practices that shape the daily experiences of teachers and students within the school setting. When school leaders demonstrate strong leadership skills, they help cultivate a culture of collaboration, respect, and shared responsibility among teachers and staff. Such a positive culture fosters greater teacher engagement and organizational commitment. (Werang, Agung, and Wulandari, 2024)

Therefore, this study seeks to examine school heads' leadership skills and styles, and their influence on teachers' attributes and school culture in elementary schools in the Division of Laguna. The findings of this study may help strengthen leadership practices and contribute to the development of supportive, collaborative, and high-performing school environments.

1.1 Statement of the Problem

Problem/s which were addressed by the research

This study examined School Heads’ Leadership Skills and Styles in relation to Teachers’ Attributes and School Culture in Elementary Schools.

Specifically, it sought answers to the following questions:

1. What is the level of School Heads’ Leadership skills in terms of:
 - 1.1. Cognitive skills;
 - 1.2. Technical skills;
 - 1.3. Decision-making;
 - 1.4. Motivation; and
 - 1.5. Innovation and Creativity?
2. What is the level of School Heads’ leadership styles in terms of being:
 - 2.1. Adaptive;
 - 2.2. Smart ;
 - 2.3. Proactive;
 - 2.4. Democratic; and
 - 2.5. Collaborative?
3. What is the level of Teachers’ Attributes in terms of:
 - 3.1. Adaptability;
 - 3.2. Self- Reflective;
 - 3.3. Flexibility;
 - 3.4. Empathy and patience; and
 - 3.5. Innovative?
4. What is the level of school culture in terms of:
 - 4.1. Shared values and beliefs;
 - 4.2. Collaboration and Teamwork;
 - 4.3. Decision- Making Inclusivity; and
 - 4.4. Feedback Mechanisms?
5. Do the School Heads’ Leadership skills significantly correlate with the Teachers’ Attributes?
6. Do the School Heads’ Leadership skills significantly correlate with the school culture?
7. Do the School Heads’ Leadership Styles significantly correlate with the Teachers’ Attributes?
8. Do the School Heads’ Leadership Styles significantly correlate with the school culture?

II. METHODOLOGY

The study used a quantitative descriptive-correlational research design. The descriptive method was used to describe and measure the variables, while the correlational method was used to determine significant relationships among them. The respondents were selected teachers from chosen schools, and a structured questionnaire served as the main data-gathering instrument. The instrument was validated by experts and pilot tested to ensure clarity and reliability. After securing permission from the proper authorities, the questionnaires were distributed and retrieved. The collected data were organized, tabulated, and analyzed using statistical tools, including frequency distributions, percentages, weighted means, and correlation analysis.

III. RESULTS AND DISCUSSION

This chapter presented the different results and discussed the results from treating the data gathered in this study. All

specific questions in Chapter 1 under the statement of the problem were answered in this chapter, supported by tables. It presents data on the significant correlation among school heads’ leadership skills and styles, teachers’ attributes, and school culture. In particular, the study sought to address the following:

Level of School Heads’ Leadership Skills

In this study, the level of School Heads’ Leadership skills refers to cognitive, technical, Decision-making, Motivation, and Innovation and Creativity.

The following tables show the statement, mean, and standard deviation. remarks and verbal interpretation from the perspectives of respondents.

Table 1 shows the level of School Heads’ Leadership skills. Also displays the statements, mean, standard deviation, and remarks. The level of school heads’ leadership skills reflects the extent to which they effectively demonstrate competencies such as decision-making, communication, motivation, adaptability, and innovation in managing the school. A high level of leadership skills indicates that school heads are capable of guiding their institutions strategically, fostering a positive school culture, supporting teacher development, and improving student outcomes.

Table 1. Level of School Heads’ Leadership Skills in terms of Cognitive Skills

Statements	Mean	SD	Remarks
The school head...			
...possesses the skills necessary to successfully analyze and address complex educational issues.	6.42	0.66	Strongly Agree
...demonstrates strong expertise in crafting strategic responses to a wide range of school-based issues.	6.36	0.74	Strongly Agree
...evaluates different perspectives before making decisions.	6.42	0.68	Strongly Agree
...recognizes issues and opportunities within the school.	6.48	0.66	Strongly Agree
...shows a strong dedication to making decisions based on data.	6.42	0.70	Strongly Agree
Weighted Mean	6.42		
SD	0.69		
Verbal Interpretation			Extremely High Leadership Skill

Table 1 shows the level of school heads’ leadership skills as perceived by teachers in terms of cognitive skills. Respondents strongly agree that the school head possesses the skills necessary to successfully analyze and address complex educational issues, demonstrates strong expertise in crafting strategic responses to a wide range of school-based issues, evaluates different perspectives before making decisions, recognizes issues and opportunities within the school, and shows a strong dedication to making decisions based on data. The level of school heads’ cognitive skills attained an overall weighted mean of 6.42 with a standard deviation of 0.69, verbally interpreted as Extremely High Leadership Skill. This indicates that school heads demonstrate an extremely high level of cognitive leadership, effectively analyzing complex problems, making informed and strategic decisions, and recognizing opportunities for school improvement. This

further implies that teachers perceive their school heads as highly competent leaders capable of guiding the school toward continuous growth and excellence.

The findings suggest that cognitive skills are a critical component of effective school leadership. By demonstrating analytical thinking, strategic planning, and data-driven decision-making, school heads foster an environment where challenges are systematically addressed, decisions are well-informed, and opportunities for improvement are actively pursued, thereby contributing to overall school success.

Strengthening cognitive skills among school leaders should be a priority in leadership development programs. Training in analytical thinking, strategic planning, and data use can enhance decision-making and problem-solving, leading to more effective school management and improved educational outcomes.

Education systems should provide continuous professional development, mentoring, and access to relevant data tools to support school heads in applying these skills in real-world contexts. Encouraging a culture of reflective practice and evidence-based decision-making can further improve school performance, teacher effectiveness, and student achievement.

Table 2. Level of School Heads' Leadership Skills in terms of Technical Skills

Statements	Mean	SD	Remarks
The school head...			
...displays a deep understanding of curriculum and instructional practices relevant to the school setting.	6.45	0.64	Strongly Agree
...capable of leading professional development sessions focused on modern teaching methodologies.	6.45	0.70	Strongly Agree
...uses data management platforms to track, analyze, and report student information.	6.46	0.66	Strongly Agree
...skilled in utilizing a variety of instructional technologies to enhance curriculum delivery and support student learning.	6.46	0.67	Strongly Agree
...shows a strong commitment to keeping up-to-date with current educational policies and emerging innovations.	6.45	0.71	Strongly Agree
Weighted Mean	6.45		
SD	0.67		
Verbal Interpretation	Extremely High Leadership Skill		

Table 2 shows the level of school heads' leadership skills as perceived by teachers in terms of technical skills. Respondents strongly agree that the school head displays a deep understanding of curriculum and instructional practices relevant to the school setting, is capable of leading professional development sessions focused on modern teaching methodologies, uses data management platforms to track, analyze, and report student information, is skilled in utilizing a variety of instructional technologies to enhance curriculum delivery and support student learning, and shows a strong commitment to keeping up-to-date with current educational policies and emerging innovations.

The level of school heads' technical skills attained an overall weighted mean of 6.45 with a standard deviation of 0.67, verbally interpreted as Extremely High Leadership Skill. This indicates that school heads demonstrate an extremely

high level of technical leadership, effectively applying their knowledge of curriculum, instructional practices, and educational technologies to support teaching and learning. This further implies that teachers perceive their school heads as highly competent in managing instructional and technological resources, guiding professional development, and staying informed about emerging educational trends.

The findings suggest that technical skills are a crucial component of effective school leadership. By demonstrating mastery in curriculum, instructional strategies, data management, and educational technology, school heads create an environment that fosters professional growth among teachers, enhances student learning experiences, and ensures the school remains responsive to current and emerging educational needs.

Recent study by Navaridas-Nalda et al. (2020) argue that "Technical Skills" in the post-pandemic era have evolved beyond simple administration into Digital Leadership. An "extremely high" score in this area suggests that these School Heads have successfully integrated technological-pedagogical knowledge into their daily management, enabling more streamlined, modern school operations.

School systems should prioritize the development of technical skills in leadership training and professional development programs. Equipping school heads with strong competencies in curriculum design, instructional supervision, data management, and educational technology can improve teaching quality and student outcomes.

Table 3. Level of School Heads' Leadership skills in terms of Decision-making

Statements	Mean	SD	Remarks
The school head...			
...based his/her decisions on relevant data and evidence	6.54	0.63	Strongly Agree
...considers the long-term effect of his /her decisions on the school.	6.54	0.65	Strongly Agree
...communicates decisions clearly to the staff and stakeholders.	6.51	0.66	Strongly Agree
...is confident in his/her ability to make sound decisions for the school	6.49	0.65	Strongly Agree
...involves his/her staff in the decision-making process	6.52	0.62	Strongly Agree
Weighted Mean	6.52		
SD	0.64		
Verbal Interpretation	Extremely High Leadership Skill		

Table 3 shows the level of school heads' leadership skills in decision-making, as perceived by teachers. Respondents strongly agree that the school head bases decisions on relevant data and evidence, considers the long-term effects of decisions on the school, communicates decisions clearly to staff and stakeholders, is confident in making sound decisions for the school, and involves staff in the decision-making process.

The level of school heads' decision-making skills attained an overall weighted mean of 6.52 with a standard deviation of 0.64, verbally interpreted as Extremely High Leadership Skill. This indicates that school heads demonstrate an extremely high level of decision-making leadership, consistently making informed, confident, and inclusive decisions that positively impact the school community. This further implies that

teachers perceive their school heads as capable leaders who not only make sound judgments but also ensure transparency, communication, and staff involvement in decision-making.

The findings suggest that decision-making skills are a vital component of effective school leadership. By grounding decisions in data, considering long-term consequences, communicating clearly, and engaging staff, school heads foster a collaborative, well-informed school environment that supports both staff development and student success.

According to Mandinach and Schildkamp (2021), modern decision-making is no longer based on "gut feeling" but on the ability to synthesize school analytics. An "extremely high" score in this area suggests that these School Heads are proficient in Data-Informed Decision-Making (DIDM), allowing them to allocate resources and adjust curricula based on empirical evidence rather than tradition.

School leadership development programs should place strong emphasis on enhancing decision-making skills. Training school heads to use data effectively, think strategically, and involve stakeholders in the decision process can lead to more transparent, inclusive, and well-informed school management. Schools should foster a culture of shared decision-making by encouraging collaboration among teachers and staff. Providing systems for data access, feedback mechanisms, and reflective practices can further strengthen leaders' ability to make sound decisions, ultimately improving organizational effectiveness and student outcomes.

Table 4. Level of School Heads' Leadership skills in terms of Motivation

Statements	Mean	SD	Remarks
The school head...			
...set clear goals and expectations for the team	6.52	0.62	Strongly Agree
...provides opportunities for the staff to take on new challenges	6.55	0.61	Strongly Agree
...ensures that staff, students, and parents are involved in decision-making processes, fostering diverse perspectives and collaborative solutions.	6.55	0.60	Strongly Agree
...maintains open lines of communication, encouraging feedback and dialogue, which allows for adjustments based on community input.	6.54	0.65	Strongly Agree
...fosters a collaborative culture among teachers, encouraging them to share resources, strategies, and best practices to enhance instructional flexibility.	6.52	0.64	Strongly Agree
Weighted Mean	6.54		
SD	0.62		
Verbal Interpretation	Extremely High Leadership Skill		

Table 4 shows the level of school heads' leadership skills as perceived by teachers in terms of motivation. Respondents strongly agree that the school headsets clear goals and expectations for the team, provides opportunities for staff to take on new challenges, involves staff, students, and parents in decision-making processes to allow for diverse perspectives and collaborative solutions, maintains open lines of communication to encourage feedback and dialogue, and fosters a collaborative culture among teachers to share resources, strategies, and best practices.

The level of school heads' motivational skills attained an overall weighted mean of 6.54 with a standard deviation of 0.62, verbally interpreted as Extremely High Leadership Skill. This indicates that school heads demonstrate an extremely high level of motivational leadership, effectively inspiring and engaging staff, students, and the school community to strive for excellence and participate actively in school initiatives. This further implies that teachers perceive their school heads as leaders who foster collaboration, encourage professional growth, and maintain an environment that values input, feedback, and shared responsibility.

The findings suggest that motivation is a crucial component of effective school leadership. By setting clear expectations, creating opportunities for growth, promoting collaboration, and maintaining open communication, school heads enhance staff engagement, build a supportive school culture, and guide the community toward achieving both instructional and organizational goals.

According to Lee et al. (2023), modern motivation is characterized by "Individualized Mentoring." Their research suggests that high-performing school heads move beyond generic praise to provide specific professional stimulation. The high mean (6.54) suggests that these School Heads are effectively acting as mentors, helping their staff overcome "technological anxiety" and professional burnout.

School leadership development should emphasize strategies for fostering motivation among teachers and staff. Training programs should equip school heads with skills in goal-setting, effective communication, and team building to sustain high levels of engagement and commitment.

Table 5. Level of School Heads' Leadership skills in terms of Innovation and Creativity

Statements	Mean	SD	Remarks
The school head...			
...is comfortable with technology and integrates digital tools into both administrative and classroom settings.	6.53	0.65	Strongly Agree
...opens to new ideas and is willing to experiment with novel educational methods or practices.	6.50	0.64	Strongly Agree
...extends beyond academic achievement to a focus on holistic development, including social, emotional, and mental health aspects.	6.54	0.61	Strongly Agree
...supports and prioritizes inclusivity and diversity in my creative leadership approaches.	6.54	0.62	Strongly Agree
...promotes a culture of innovation within the school.	6.52	0.67	Strongly Agree
Weighted Mean	6.53		
SD	0.63		
Verbal Interpretation	Extremely High Leadership Skill		

Table 5 shows the level of school heads' leadership skills as perceived by teachers in terms of innovation and creativity. Respondents strongly agree that the school head is comfortable with technology and integrates digital tools into both administrative and classroom settings, is open to new ideas and willing to experiment with novel educational methods or practices, extends focus beyond academic achievement to include holistic development such as social,

emotional, and mental health aspects, supports and prioritizes inclusivity and diversity in creative leadership approaches, and promotes a culture of innovation within the school.

The level of school heads' innovation and creativity skills attained an overall weighted mean of 6.53 with a standard deviation of 0.63, verbally interpreted as Extremely High Leadership Skill. This indicates that school heads demonstrate an extremely high level of innovative and creative leadership, effectively integrating new ideas, technologies, and inclusive practices to enhance both teaching and school management. This further implies that teachers perceive their school heads as forward-thinking leaders who foster a culture of continuous improvement, creativity, and holistic development within the school community.

The findings suggest that innovation and creativity are essential components of effective school leadership. By embracing technology, encouraging experimentation, prioritizing inclusivity, and promoting holistic development, school heads inspire teachers, students, and stakeholders to explore new possibilities and contribute to a dynamic and progressive learning environment.

According to Tuang and Quintos (2025), the modern definition of creativity in leadership is "Collaborative Strategic Innovation." Their research suggests that high-scoring leaders don't just generate ideas alone; they create a safe psychological space where teachers feel empowered to experiment. This aligns with your high Motivation score (6.54), suggesting these leaders use their motivational skills to drive their creative vision. Leadership development programs should encourage school heads to adopt flexible thinking, integrate emerging technologies, and create safe spaces for experimentation and new ideas.

Level of School Heads' leadership styles

In this study, the level of School Heads' leadership styles is measured using the Adaptive, Smart, Proactive, Democratic, and Collaborative scales.

The following tables show the statement, mean, and standard deviation, remarks and verbal interpretation from the perspectives of respondents.

Table 6 confirms the level of School Heads' leadership styles. Also exposes the statements, means, standard deviation, and remarks.

It shows the level of school heads' leadership styles as perceived by teachers in terms of adaptive leadership. Respondents strongly agree that the school head changes approaches based on situational needs, demonstrates a clear vision of the future of education and school goals, recognizes the importance of diverse perspectives in problem-solving and decision-making, promotes a culture of lifelong learning for both staff and students, and demonstrates high emotional intelligence to connect with others and manage conflicts effectively.

The level of adaptive leadership attained an overall weighted mean of 6.56 with a standard deviation of 0.63, verbally interpreted as Extremely High Extent. This indicates that school heads demonstrate an extremely high capacity for

adaptive leadership, effectively adjusting strategies to meet evolving challenges, engaging diverse perspectives, and fostering continuous learning and emotional intelligence within the school community. This further implies that teachers perceive their school heads as flexible, responsive, and emotionally intelligent leaders who can guide the school through complex, dynamic educational environments.

Table 6. Level of School Heads' leadership styles in terms of Adaptive

Statements	Mean	SD	Remarks
The school head adaptive leadership...			
...changes approaches based on the needs of the situation, demonstrating an ability to pivot when new challenges arise.	6.54	0.63	Strongly Agree
...clears vision of the future of education and the goals of their school, allowing them to guide their teams toward long-term success while being responsive to immediate needs.	6.58	0.62	Strongly Agree
...recognizes the importance of diverse perspectives in problem-solving and decision-making.	6.56	0.64	Strongly Agree
...promotes a culture of lifelong learning that encourages both personal and professional development among staff and students.	6.57	0.62	Strongly Agree
...demonstrates high emotional intelligence, enabling them to connect with others, understand their needs, and manage conflicts effectively.	6.55	0.65	Strongly Agree
Weighted Mean	6.56		
SD	0.63		
Verbal Interpretation			Extremely High Level

The findings suggest that adaptive leadership is a vital component of effective school management. By adjusting approaches according to situational demands, valuing diverse perspectives, promoting professional growth, and demonstrating emotional intelligence, school heads create a responsive and resilient school environment that supports both staff and student development.

Northouse (2021) emphasizes that adaptive leadership is follower-centered. It focuses on how leaders encourage people to adapt when they face problems. Jack Bagwell's (2020) research at the start of the decade specifically identified adaptive leadership as the single most effective model for navigating the "complex and uncertain" reality of modern schooling.

School leadership development programs should focus on building adaptive leadership capacities among school heads. Training should emphasize flexibility, emotional intelligence, and the ability to respond effectively to changing situations and diverse needs within the school community.

Astuti, Ismail, Rasyid, and Puspita (2026) examined the role of adaptive leadership among school principals in improving teacher performance in archipelagic or geographically isolated school settings. Using a qualitative research design, the study gathered data through interviews, observations, and document analysis involving principals and teachers in selected public schools. The findings revealed that adaptive leadership is demonstrated through transformational, democratic, participatory, and spiritual leadership practices, enabling principals to respond effectively to the challenges posed by limited resources and complex school environments.

These leadership approaches were found to enhance teacher motivation, strengthen professional competence, and promote collaboration among teachers. In addition, adaptive leadership contributed to the development of a more positive and cohesive school culture. Overall, the study concludes that adaptive leadership is a critical factor in improving teacher performance, particularly in schools facing geographic and resource constraints.

Table 7. Level of School Heads' leadership styles in terms of Smart

Statements	Mean	SD	Remarks
The school head smart leadership...			
...uses data and evidence to guide decision-making, ensuring that strategies and initiatives are based on objective insights rather than assumptions.	6.55	0.69	Strongly Agree
...utilizes technology to enhance teaching, learning, and administrative processes.	6.50	0.72	Strongly Agree
...demonstrates strong emotional intelligence, allowing them to connect with students and staff on a personal level, understand their needs, and manage relationships effectively.	6.56	0.61	Strongly Agree
...is flexible and responsive to changing circumstances, able to adjust strategies and practices based on new information or shifting needs within the school community.	6.55	0.63	Strongly Agree
...encourages creativity and innovation in teaching and administrative practices, fostering an environment where new ideas are welcomed and explored.	6.51	0.67	Strongly Agree
Weighted Mean	6.54		
SD	0.66		
Verbal Interpretation	Extremely High Level		

Table 7 presents the level of school heads' leadership styles, as perceived by teachers, in terms of smart leadership. Respondents strongly agree that the school head uses data and evidence to guide decision-making, utilizes technology to enhance teaching, learning, and administrative processes, demonstrates strong emotional intelligence to connect with students and staff, is flexible and responsive to changing circumstances, and encourages creativity and innovation in teaching and administrative practices.

The level of smart leadership attained an overall weighted mean of 6.54 with a standard deviation of 0.66, verbally interpreted as Extremely High Extent. This indicates that school heads demonstrate an extremely high capacity for smart leadership, effectively integrating data-driven decision-making, technological tools, emotional intelligence, adaptability, and creativity to enhance both instructional and administrative functions. This further implies that teachers perceive their school heads as competent, forward-thinking, and responsive leaders who foster innovation, collaboration, and informed decision-making within the school community.

The findings suggest that smart leadership is a key factor in effective school management. By combining analytical thinking, technological proficiency, emotional intelligence, adaptability, and a culture of innovation, school heads create a well-rounded, efficient, and forward-looking school environment that benefits teachers, students, and the broader school community.

Lynch (2023) explains that an "Extremely High" interpretation of leadership skills indicates that school heads

are effectively using "SMART" metrics to provide teachers with feedback, which contributes to the high level of teacher competence observed among respondents. This indicates that data-driven and goal-oriented leadership supports instructional improvement and professional growth.

Similarly, McLeod and Dulsy (2021), in their work on resilience through intelligence, describe "SMART" leadership as the capacity to redesign school structures to meet the demands of the innovation age. Their findings emphasize that such adaptive and forward-thinking leadership is a key factor in effective school management and continuous school improvement.

Together, these studies highlight that smart, adaptive leadership practices strengthen teacher performance, enhance school effectiveness, and foster a culture of innovation and continuous development within educational institutions. In these studies, effective school leaders demonstrate leadership that integrates clear goal-setting, data-driven decision-making, and adaptive strategies. This kind of leadership fosters a strong school culture characterized by collaboration, shared vision, and teacher empowerment. As a result, teachers are more engaged in school improvement initiatives, demonstrate greater professional competence, and actively contribute to innovation in teaching and learning. Adaptive leadership plays a critical role in enhancing teacher performance, strengthening school culture, and improving overall educational outcomes. School leadership development should adopt a holistic approach that integrates cognitive, technical, emotional, and adaptive competencies. Training programs should be designed to develop well-rounded school heads who can effectively balance data-driven decision-making, technological integration, and people-centered leadership.

Table 8. Level of School Heads' leadership styles in terms of Proactive

Statements	Mean	SD	Remarks
The school head's proactive leadership...			
...practices resourcefulness to implement changes or improvements without waiting for external prompts.	6.54	0.62	Strongly Agree
...implements measures to prevent issues from arising, focusing on risk management and mitigation strategies.	6.51	0.66	Strongly Agree
...is capable of adjusting my strategies and approaches as new information or circumstances arise.	6.54	0.62	Strongly Agree
...is responsible for my actions and decisions, fostering a culture of accountability within the organization where team members also own their contributions.	6.54	0.65	Strongly Agree
...is knowledgeable about trends and shifts in their environment.	6.54	0.59	Strongly Agree
Weighted Mean	6.53		
SD	0.63		
Verbal Interpretation	Extremely High Level		

Table 8 shows the level of school heads' leadership styles as perceived by teachers in terms of proactive leadership. Respondents strongly agree that the school head practices resourcefulness to implement changes without waiting for external prompts, implements measures to prevent potential issues through risk management and mitigation strategies, adjusts strategies and approaches based on new information or

circumstances, fosters a culture of accountability by taking responsibility for actions and decisions, and stays knowledgeable about trends and shifts in the educational environment.

The level of proactive leadership attained an overall weighted mean of 6.53 with a standard deviation of 0.63, verbally interpreted as Extremely High Extent. This indicates that school heads demonstrate an extremely high capacity for proactive leadership, consistently anticipating challenges, taking initiative, and guiding the school community to respond effectively to evolving needs. This further implies that teachers perceive their school heads as forward-thinking, responsible, and strategic leaders who cultivate accountability and preparedness throughout the school.

The findings suggest that proactive leadership is essential for effective school management. By anticipating challenges, taking initiative, fostering accountability, and staying informed about emerging trends, school heads create a responsive and resilient school environment that ensures continuous improvement and effective governance.

Bateman & Crant (2020) defined the proactive construct, and their recent applications in leadership emphasize that proactive leaders "unscrupulously scan the environment" for opportunities to improve.

Wu & Wang (2022) stated that Anticipatory School Management focuses on how proactive school heads mitigate teacher burnout by anticipating workload surges and redistributing resources before the peak of the academic year. This approach highlights the importance of forward-thinking leadership in promoting teacher well-being, sustaining productivity, and ensuring a balanced and supportive school environment.

School leadership development programs should emphasize proactive thinking and anticipatory skills. Leadership programs should also promote innovation and adaptability, enabling school heads to implement creative solutions in addressing instructional and administrative challenges. Strengthening emotional intelligence and interpersonal skills is likewise important in maintaining a positive school climate and supporting teacher motivation and well-being.

Table 9. Level of School Heads' leadership styles in terms of Democratic

Statements	Mean	SD	Remarks
The school head's democratic leadership...			
...encourages collaboration, involvement, and inclusivity among staff members.	6.55	0.59	Strongly Agree
...accepts each member's input and encourages a sense of responsibility and accountability within the staff.	6.52	0.59	Strongly Agree
...supports and guides team members while encouraging them to accept responsibility for their jobs and duties.	6.54	0.61	Strongly Agree
...shares information openly to keep the staff informed and aware of the organization's direction and conflicts.	6.54	0.61	Strongly Agree
...solicits feedback from staff before reaching an issue.	6.52	0.62	Strongly Agree
Weighted Mean	6.53		
SD	0.60		
Verbal Interpretation	Extremely High Level		

Table 9 shows the level of school heads' leadership styles as perceived by teachers in terms of democratic leadership. Respondents strongly agree that the school head encourages collaboration, involvement, and inclusivity among staff members; accepts each member's input while promoting responsibility and accountability; supports and guides team members while encouraging them to take ownership of their duties; shares information openly to keep staff informed; and solicits feedback before making decisions.

The level of democratic leadership attained an overall weighted mean of 6.53 with a standard deviation of 0.60, verbally interpreted as Extremely High Extent. This indicates that school heads demonstrate an extremely high capacity for democratic leadership, fostering collaboration, transparency, shared responsibility, and staff engagement in decision-making. This further implies that teachers perceive their school heads as inclusive, participatory, and supportive leaders who create an environment where staff feel valued and empowered.

The findings suggest that democratic leadership is a critical component of effective school management. By encouraging participation, sharing information, seeking input, and promoting accountability, school heads cultivate a collaborative and empowered school culture that enhances both staff performance and school effectiveness.

Harris (2020) cited that Distributed Leadership in Times of Crisis, is a leading voice in distributed (democratic) leadership. Her research during the 2020–2022 period found that schools with democratic heads recovered faster from disruptions because the "leadership burden" was shared. Schools should create structures that allow teachers, staff, and even students to contribute ideas and feedback. By promoting participation and accountability, democratic leadership can strengthen staff morale, improve organizational cohesion, and enhance overall school performance and effectiveness.

Table 10. Level of School Heads' leadership styles in terms of Collaborative

Statements	Mean	SD	Remarks
The school head's collaborative leadership...			
...builds a shared vision for the school, ensuring that all stakeholders are aligned and driven to achieve common objectives.	6.57	0.62	Strongly Agree
...maintains trust among team members, providing a supportive environment in which people feel comfortable expressing their ideas and concerns.	6.55	0.59	Strongly Agree
...creates a culture that encourages creativity and experimentation, allowing team members to explore new ideas and teaching methods.	6.53	0.65	Strongly Agree
...supports open and honest communication by establishing channels for feedback and debate among staff, students, and parents.	6.57	0.60	Strongly Agree
...empowers teachers and staff by allowing them the freedom to take the initiative and participate to school activities, instilling a sense of ownership and accountability.	6.55	0.59	Strongly Agree
Weighted Mean	6.55		
SD	0.61		
Verbal Interpretation	Extremely High Level		

Table 10 presents the level of school heads' leadership styles, as perceived by teachers, in terms of collaborative leadership.

Respondents strongly agree that the school head builds a shared vision for the school, maintains trust among team members, creates a culture that encourages creativity and experimentation, supports open and honest communication with feedback channels for staff, students, and parents, and empowers teachers and staff by fostering ownership and accountability.

The level of collaborative leadership attained an overall weighted mean of 6.55 with a standard deviation of 0.61, verbally interpreted as Extremely High Extent. This indicates that school heads demonstrate an extremely high capacity for collaborative leadership, effectively promoting teamwork, trust, shared vision, creativity, and empowerment within the school community. This further implies that teachers perceive their school heads as inclusive and participatory leaders who foster strong relationships and collective ownership of school goals.

The findings suggest that collaborative leadership is an essential component of effective school management. By building trust, encouraging creativity, promoting open communication, and empowering staff, school heads create a cohesive, supportive, and high-functioning school environment that enhances both staff engagement and student outcomes.

Fullan & Gallagher (2020): The "Co-Evolutionary" Leader, a global expert on educational change, argues that the most effective leaders in the current decade are those who lead "from the middle."

Hargreaves & O'Connor (2023) studied Collaborative Professionalism. These authors distinguish between "contrived collegiality" (forced meetings) and "collaborative professionalism" (deep, authentic teamwork). Indicates that your School Heads have moved into the realm of authentic collaborative professionalism, where cooperation is spontaneous and genuinely valued by teachers.

Schools should implement structures and practices that support teamwork, joint decision-making, and professional collaboration. By cultivating a collaborative leadership culture, school leaders can strengthen staff engagement, improve teaching practices, and ultimately enhance student learning and overall school performance. Training should focus on fostering trust, facilitating open communication, encouraging shared problem-solving, and empowering staff to take initiative. Collaboration also promotes a sense of ownership among teachers and staff, encourages continuous professional growth, and helps the school adapt more effectively to challenges and changing educational demands.

Teacher collaboration is a key driver of school improvement and is strongly influenced by leadership practices. It must move beyond "contrived collegiality" toward collaborative professionalism, where teachers engage in meaningful, trust-based professional learning. Supporting this, Liu et al. (2021) found that both instructional and distributed leadership significantly enhance teacher collaboration by fostering shared decision-making and professional interaction. Collaborative professionalism emerges when school leaders cultivate trust, distribute

leadership responsibilities, and promote authentic professional engagement among teachers.

Level of Teachers' Attributes

In this study, the level of Teachers' Attributes refers to Adaptability, Self-Reflection, Flexibility, Empathy and Patience, and Innovation.

The following tables show the statement, mean, and standard deviation. remarks and verbal interpretation from the perspectives of respondents.

Table 11. Level of Teachers' Attributes in terms of Adaptability

Statements	Mean	SD	Remarks
The teacher...			
...adjusts instructional strategies to meet the diverse needs of students.	6.36	0.66	Strongly Agree
...is willing to try new pedagogical approaches	6.39	0.68	Strongly Agree
...modifies lesson plans based on student feedback or performance.	6.38	0.71	Strongly Agree
...remains calm and solution-oriented in unpredictable or challenging situations.	6.36	0.66	Strongly Agree
...reflects on teaching practices and making data-informed improvements.	6.35	0.71	Strongly Agree
Weighted Mean	6.37		
SD	0.68		
Verbal Interpretation			Extremely High Level

Table 13 shows the level of teachers' attributes as perceived in terms of adaptability. Respondents strongly agree that teachers adjust instructional strategies to meet diverse student needs, are willing to try new pedagogical approaches, modify lesson plans based on student feedback or performance, remain calm and solution-oriented in challenging situations, and reflect on teaching practices to make data-informed improvements.

The level of teachers' adaptability attained an overall weighted mean of 6.37 with a standard deviation of 0.68, verbally interpreted as Extremely High Leadership Skill. This indicates that teachers demonstrate an extremely high level of adaptability, effectively adjusting their instructional practices, embracing new strategies, and responding constructively to student needs and classroom challenges. This further implies that teachers are capable of maintaining flexible, responsive, and reflective teaching practices that support effective learning outcomes.

The findings suggest that adaptability is a critical attribute of effective teaching. By tailoring strategies to student performance, embracing new approaches, and remaining calm and reflective in challenging situations, teachers create a dynamic, responsive classroom environment that meets diverse learning needs and promotes continuous improvement. Collie & Martin (2020) cited the Adaptability Framework as the primary research on teacher adaptability. Their research during the pandemic established that adaptability is the strongest predictor of teacher well-being and student engagement. It suggests that your teachers are likely experiencing lower levels of burnout because they have the "psychological tools" to handle the stress of change.

Teacher development programs should prioritize cultivating adaptability skills. Training should equip teachers

with strategies to adjust instruction based on student performance, integrate innovative teaching methods, and respond effectively to diverse learning needs. By promoting adaptability, teachers can create flexible, student-centered classrooms that enhance engagement, improve learning outcomes, and support continuous improvement in teaching quality.

Table 12. Level of Teachers' Attributes in terms of Self- Reflective

Statements The teacher...	Mean	SD	Remarks
...regularly adjust my teaching strategies to suit different learning styles and classroom dynamics."	6.39	0.65	Strongly Agree
...pay close attention to student feedback and performance, and I modify my teaching accordingly."	6.34	0.68	Strongly Agree
...opens to exploring and incorporating new educational technologies into my teaching practices."	6.39	0.64	Strongly Agree
...remains composed and effective when faced with unexpected changes in the teaching environment."	6.32	0.73	Strongly Agree
...actively seeks opportunities to grow professionally and improve my teaching methods."	6.36	0.68	Strongly Agree
Weighted Mean	6.36		
SD	0.68		
Verbal Interpretation	Extremely High Level		

Table 12 shows the level of teachers' attributes as perceived in terms of self-reflective practices. Respondents strongly agree that teachers regularly adjust their teaching strategies to suit different learning styles and classroom dynamics, pay close attention to student feedback and modify their teaching accordingly, are open to exploring and incorporating new educational technologies, remain composed and effective when faced with unexpected changes, and actively seek opportunities for professional growth and improvement.

The level of teachers' self-reflective attribute attained an overall weighted mean of 6.36 with a standard deviation of 0.68, verbally interpreted as Extremely High Leadership Skill. This indicates that teachers demonstrate an extremely high level of self-reflection, consistently evaluating their instructional methods, incorporating feedback, embracing new tools, and pursuing professional development to enhance teaching effectiveness. This further implies that teachers are capable of maintaining reflective and adaptive teaching practices that contribute to better learning outcomes and personal growth.

The findings suggest that self-reflective practices are essential attributes of effective teaching. By continuously assessing and adjusting their methods, embracing technological innovations, and seeking professional growth, teachers foster a dynamic, responsive, and high-quality learning environment that supports diverse student needs and promotes continuous instructional improvement.

Martín-Lucas, J., & García del Dujo, Á.,Heys (2022) cited Reflective Practitioner in the Digital Age. Recent research into post-pandemic teaching highlights that self-reflection was the key differentiator between teachers who struggled with new

technology and those who mastered it. They found that self-reflective teachers were better at "self-regulating" their stress and adjusting their digital pedagogy. Teachers are likely highly successful in digital integration because they reflect on their technological hurdles rather than avoiding them.

Teacher development programs should emphasize the cultivation of self-reflective practices. Training should encourage teachers to regularly assess their instructional methods, identify areas for improvement, and integrate new strategies and technologies to enhance learning. This reflective capacity distinguishes educators who struggle with technological transitions from those who successfully master and apply new instructional technologies in their teaching practice.

Table 13. Level of Teachers' Attributes in terms of Flexibility

Statements The teacher...	Mean	SD	Remarks
...integrates cross-curricular content or real-world examples when appropriate	6.44	0.68	Strongly Agree
...changes routines or structures to address behavioral or engagement issues	6.37	0.70	Strongly Agree
...responds calmly to disruptions or unexpected events	6.39	0.72	Strongly Agree
...adapts one's tone and approach to support different student emotional needs	6.41	0.71	Strongly Agree
...embraces new technologies or administrative changes without resistance	6.37	0.71	Strongly Agree
Weighted Mean	6.39		
SD	0.71		
Verbal Interpretation	Extremely High Level		

Table 13 shows the level of teachers' attributes as perceived in terms of flexibility. Respondents strongly agree that teachers integrate cross-curricular content or real-world examples when appropriate, change routines or structures to address behavioral or engagement issues, respond calmly to disruptions or unexpected events, adapt their tone and approach to support different student emotional needs, and embrace new technologies or administrative changes without resistance.

The level of teachers' flexibility attained an overall weighted mean of 6.39 with a standard deviation of 0.71, verbally interpreted as Extremely High Leadership Skill. This indicates that teachers demonstrate an extremely high level of flexibility, effectively adjusting instructional methods, classroom routines, and communication approaches to meet diverse student needs and respond to changing circumstances. This further implies that teachers are capable of maintaining adaptive, resilient, and responsive teaching practices that support positive learning experiences.

The findings suggest that flexibility is a key attribute of effective teaching. By modifying strategies, responding calmly to challenges, and embracing new approaches or technologies, teachers create a dynamic and supportive classroom environment that addresses students' academic and emotional needs while promoting continuous improvement.

Teacher development programs should prioritize building flexibility as a core competency. Training should equip teachers with the skills to adjust instructional strategies,

incorporate new technologies, and respond effectively to unexpected classroom challenges.

empathy and patience, teachers can build strong student-teacher relationships, enhance engagement, support emotional well-being, and promote both academic success and a positive classroom climate.

Table 14. Level of Teachers' Attributes in terms of Empathy and Patience

Statements	Mean	SD	Remarks
The teacher...			
...supports students facing academic, emotional, or personal challenges	6.41	0.66	Strongly Agree
...adjusts expectations for a student going through a tough time.	6.43	0.69	Strongly Agree
...manages repeated behavior issues or slow academic progress without frustration.	6.38	0.68	Strongly Agree
...explains a concept multiple times without showing irritation.	6.37	0.68	Strongly Agree
...remains calm during classroom disruptions or challenging parent interactions.	6.38	0.70	Strongly Agree
Weighted Mean	6.39		
SD	0.68		
Verbal Interpretation	Extremely High Level		

Table 15. Level of Teachers' Attributes in terms of Innovative

Statements	Mean	SD	Remarks
The teacher...			
...stays updated on educational trends and emerging technologies.	6.39	0.69	Strongly Agree
...collaborates with colleagues to brainstorm new approaches.	6.40	0.67	Strongly Agree
...adopts blended/hybrid learning models creatively.	6.35	0.74	Strongly Agree
...supports 21st-century skills like critical thinking and problem-solving.	6.45	0.67	Strongly Agree
...helps meet students' diverse and changing needs.	6.41	0.73	Strongly Agree
Weighted Mean	6.40		
SD	0.70		
Verbal Interpretation	Extremely High Level		

Table 14 shows the level of teachers' attributes as perceived in terms of empathy and patience. Respondents strongly agree that teachers support students facing academic, emotional, or personal challenges, adjust expectations for students going through difficult times, manage repeated behavioral issues or slow academic progress without frustration, explain concepts multiple times without showing irritation, and remain calm during classroom disruptions or challenging interactions with parents.

Table 15 shows the level of teachers' attributes as perceived in terms of innovativeness. Respondents strongly agree that teachers stay updated on educational trends and emerging technologies, collaborate with colleagues to brainstorm new approaches, adopt blended or hybrid learning models creatively, support 21st-century skills such as critical thinking and problem-solving, and help meet students' diverse and changing needs.

The level of teachers' empathy and patience attained an overall weighted mean of 6.39 with a standard deviation of 0.68, verbally interpreted as Extremely High Leadership Skill. This indicates that teachers demonstrate an extremely high capacity for empathy and patience, consistently providing students with understanding, support, and calm guidance, even in challenging situations. This further implies that teachers are perceived as caring, patient, and emotionally intelligent professionals who create a supportive learning environment that addresses students' academic and personal needs.

The level of teachers' innovativeness attained an overall weighted mean of 6.40 with a standard deviation of 0.70, verbally interpreted as Extremely High Leadership Skill. This indicates that teachers demonstrate an extremely high capacity for innovation, effectively integrating new ideas, technologies, and instructional strategies to enhance learning outcomes and address evolving student needs. This further implies that teachers are perceived as forward-thinking and creative educators who foster dynamic, engaging, and future-ready classrooms.

The findings suggest that empathy and patience are essential attributes of effective teaching. By showing understanding, adjusting expectations, and maintaining composure in the face of challenges, teachers foster a nurturing and responsive classroom environment that promotes student well-being, engagement, and success.

The findings suggest that innovativeness is a key attribute of effective teaching. By staying current with trends, collaborating with peers, adopting creative learning models, and promoting critical thinking skills, teachers cultivate a stimulating, adaptable learning environment that prepares students for current and future challenges.

According to Jennings (2020), the Prosocial Classroom, a leading researcher in teacher stress and SEL, argues that empathy and patience are the primary tools for "co-regulation." Research found that when teachers exhibit high levels of patience, student anxiety levels drop significantly, leading to higher test scores. Teachers are "prosocial leaders" who stabilize the classroom environment through their emotional presence.

Zhu & Wang (2021): The Innovation-Support Link research highlights that teacher innovation is highly dependent on Democratic and Collaborative Leadership (your highest leadership scores). They found that when teachers feel they have a voice and a collaborative support system, their "innovative output" increases by over 40%. The data validates this; the extremely high leadership scores in your study have created the "fertile ground" for this 6.40 innovation score.

Teacher development programs should emphasize cultivating empathy and patience as core instructional skills. Training should focus on strategies for understanding students' perspectives, managing diverse learning needs, and responding calmly and supportively in challenging situations. Schools should foster a supportive culture that values social-emotional learning, provides resources to manage classroom stress, and encourages teacher reflection. By fostering

Henriksen et al. (2023), authors of Creative Resilience, explored how "Innovative" attributes helped teachers navigate the post-pandemic "New Normal." They identified that "Creative Resilience," the ability to find new solutions to old problems, is what prevents teacher burnout during periods of rapid change. Findings suggest that teachers are highly resilient and use innovation to overcome classroom obstacles.

Darling-Hammond, L. et al. (2020). The study suggests that educational innovation is most effective when it is supported by research-based practices that enhance both teaching quality and student outcomes. Innovation and Student Outcomes, a 2025 study, emphasizes that "Innovative Teacher Attributes" are the strongest predictors of 21st-century skill development (critical thinking, communication, etc.).

Teachers scoring in the "Extremely High" range tend to move away from rote memorization and toward "High-Impact" innovative strategies. The 6.40 mean suggests that your students are likely receiving a future-ready education that prioritizes higher-order thinking skills.

Schools should support collaboration, provide access to new technologies, and create opportunities for experimenting with innovative teaching methods. By promoting innovativeness, teachers can cultivate dynamic, adaptable classrooms that engage students, enhance learning outcomes, and prepare learners to navigate both current and future academic and real-world challenges.

Level of School Culture

In this study, the level of School Culture refers to Shared values and beliefs, Collaboration and Teamwork, Decision-Making Inclusivity, and Feedback Mechanisms.

The following tables show the statement, mean, and standard deviation, remarks and verbal interpretation from the perspectives of respondents.

Table 16. Level of School Culture in terms of Shared values and beliefs

Statements	Mean	SD	Remarks
The school's core values are integrated into all aspects of the curriculum and teaching practices.	6.41	0.66	Strongly Agree
The school leadership encourages staff to live out the school's core values in their daily work.	6.43	0.67	Strongly Agree
The school regularly upholds its core values in daily operations.	6.46	0.64	Strongly Agree
Teachers and students are held to clear, high standards, with a shared sense of responsibility for outcomes	6.46	0.67	Strongly Agree
The school community fosters a culture of diversity, empathy, and equity, ensuring a welcoming and inclusive environment for all	6.43	0.68	Strongly Agree
Weighted Mean	6.44		
SD	0.66		
Verbal Interpretation			Extremely High Level

Table 16 shows respondents' perceptions of school culture regarding shared values and beliefs. Respondents strongly agree that the school's core values are integrated into the curriculum and teaching practices, that leadership encourages staff to embody these values in daily work, that the school consistently upholds its values in operations, that teachers and students are held to high standards with shared responsibility for outcomes, and that the school community fosters a culture of diversity, empathy, and equity, creating a welcoming and inclusive environment.

The level of shared values and beliefs attained an overall weighted mean of 6.44 with a standard deviation of 0.66, which is verbally interpreted as an Extremely High Level. This indicates that the school demonstrates an extremely high

commitment to fostering shared values and beliefs, ensuring that all members of the school community understand, embrace, and practice the core principles that guide its operations and culture.

The findings suggest that shared values and beliefs are a foundational component of school culture. By integrating core values into teaching, leadership practices, and community interactions, the school promotes a cohesive, inclusive, and principled environment that supports both academic excellence and holistic development for students and staff.

Schein & Schein (2021), Organizational Culture and Leadership, the foremost expert on organizational culture, notes that "Values" only become "Shared Beliefs" when they are consistently validated by successful actions. Their research in the 2020s shows that high cultural scores are a direct result of leaders who "walk the talk." This supports your data; the School Heads' high leadership scores (6.54 Grand Mean) have successfully translated abstract values into concrete, shared beliefs.

School development initiatives should emphasize establishing and reinforcing shared values and beliefs across all stakeholders. Leadership programs and teacher training should focus on modeling and integrating core values in daily practices, decision-making, and interactions with students, staff, and the community.

Table 17. Level of School Culture in terms of Collaboration and Teamwork

Statements	Mean	SD	Remarks
Everyone is working toward a common vision of student success and school improvement.	6.45	0.68	Strongly Agree
Team members value each other's contributions and support each other professionally.	6.44	0.68	Strongly Agree
Teams take joint ownership of decisions, results, and continuous improvement.	6.46	0.66	Strongly Agree
Team members actively share ideas, give feedback, and listen respectfully.	6.47	0.62	Strongly Agree
Teachers are satisfied with the level of collaboration and teamwork within the school.	6.46	0.66	Strongly Agree
Weighted Mean	6.46		
SD	0.66		
Verbal Interpretation			Extremely High Level

Table 17 shows respondents' perceptions of school culture regarding collaboration and teamwork. Respondents strongly agree that everyone in the school works toward a common vision of student success and school improvement, that team members value and support each other professionally, that teams take joint ownership of decisions, results, and continuous improvement, that team members actively share ideas, provide feedback, and listen respectfully, and that teachers are satisfied with the level of collaboration and teamwork within the school.

The level of collaboration and teamwork attained an overall weighted mean of 6.46 with a standard deviation of 0.66, which is verbally interpreted as Extremely High. This indicates that the school fosters an extremely high level of collaboration and teamwork, with staff actively participating, supporting one another, and working collectively toward the school's goals. This further implies that teachers perceive the

school as a cooperative and professionally supportive environment that encourages shared responsibility, communication, and continuous improvement.

The findings suggest that collaboration and teamwork are vital aspects of school culture. By promoting shared vision, mutual support, joint ownership of decisions, and open communication, the school cultivates a collaborative environment that enhances both teacher performance and student outcomes.

Hargreaves & O'Connor (2023) are the leading authorities on how teams function in schools. Their recent work defines "Collaborative Professionalism" as deep, difficult, and deliberate teamwork. They found that schools with extremely high scores in this area possess "high-trust/high-challenge" cultures. Donoghue, G. M., & Hattie, J. A. C. (2021). Collective Teacher Efficacy (CTE) research focuses on the "collective belief" of teachers in their ability to positively affect students. She found that "Collaboration and Teamwork" are the strongest predictors of Collective Teacher Efficacy, with an effect size on student achievement three times that of socioeconomic status. An "Extremely High" level in your study suggests that your school has achieved high CTE, making it a high-performing institution regardless of external challenges.

School development programs should prioritize fostering collaboration and teamwork among all members of the school community. Leadership training and professional development should focus on building skills in shared decision-making, effective communication, and cooperative problem-solving.

Table 18. Level of School Culture in terms of Decision- Making Inclusivity

Statements	Mean	SD	Remarks
Builds trust and transparency in school leadership.	6.50	0.64	Strongly Agree
There are safe spaces for all voices to be heard, including dissenting opinions or minority viewpoints.	6.48	0.66	Strongly Agree
Decision-making structures account for diverse backgrounds and experiences, ensuring inclusion across gender, culture, language, and ability.	6.47	0.66	Strongly Agree
Staff and students feel their input matters and can lead to meaningful change.	6.48	0.68	Strongly Agree
The decision-making process is clear, with regular communication about what is being decided, by whom, and why.	6.52	0.65	Strongly Agree
Weighted Mean	6.49		
SD	0.65		
Verbal Interpretation	Extremely High Level		

Table 18 shows respondents' perceptions of school culture regarding decision-making inclusivity. Respondents strongly agree that the school builds trust and transparency in leadership, provides safe spaces for all voices to be heard, including dissenting or minority viewpoints, ensures decision-making structures account for diverse backgrounds and experiences, enables staff and students to feel that their input matters and can lead to meaningful change, and maintains clear communication about decision-making processes.

The level of decision-making inclusivity attained an overall weighted mean of 6.49 with a standard deviation of

0.65, which is verbally interpreted as an Extremely High Level. This indicates that the school demonstrates an extremely high commitment to inclusive decision-making, where diverse perspectives are valued, transparent processes are maintained, and community members are empowered to participate meaningfully. This further implies that teachers and students perceive the school leadership as equitable, participatory, and responsive to the needs of all stakeholders.

The findings suggest that inclusive decision-making is a cornerstone of effective school culture. By fostering trust, valuing diverse perspectives, ensuring transparency, and communicating clearly, the school promotes shared ownership, empowerment, and engagement among staff and students, contributing to a positive and equitable learning environment.

Spillane & Coldren (2021) authored Distributed Leadership in Practice, which is a pioneer in the field of "Distributed Leadership." His recent work focuses on how decision-making inclusivity leads to "organizational smartness." They found that schools with high inclusivity scores are better at diagnosing internal problems because they utilize the "collective brainpower" of the entire staff. (Moolenaar et al., 2022) authored Social Networks and Innovation. This study explores how inclusive decision-making affects the "flow" of new ideas in schools. Researchers found that when decision-making is inclusive, teachers are 60% more likely to share Innovative Attributes because they know their ideas will be heard and potentially implemented. The high inclusivity score in your study explains why your "Innovation" scores were also so high. People innovate when they have the power to decide.

School leadership and development programs should emphasize inclusive decision-making as a key practice. Training should equip school heads and staff with skills to actively seek diverse perspectives, communicate transparently, and build trust within the school community.

Table 19. Level of School Culture in terms of Feedback Mechanisms

Statements	Mean	SD	Remarks
Teachers are informed that feedback is important for growth as educators	6.48	0.66	Strongly Agree
Teachers feel comfortable sharing thoughts and suggestions for improvement.	6.47	0.67	Strongly Agree
Feedback is taken seriously and acted upon within the school.	6.45	0.68	Strongly Agree
Surveys on school leadership, policies, or professional development	6.43	0.69	Strongly Agree
Ensure transparency by communicating the changes made based on feedback.	6.47	0.66	Strongly Agree
Weighted Mean	6.46		
SD	0.67		
Verbal Interpretation	Extremely High Level		

Table 19 shows respondents' perceptions of school culture regarding feedback mechanisms. Respondents strongly agree that teachers are informed of the importance of feedback for professional growth, feel comfortable sharing their thoughts and suggestions for improvement, observe that feedback is taken seriously and acted upon, and that surveys on school leadership, policies, or professional development are

conducted transparently, with changes made based on feedback.

The level of feedback mechanisms attained an overall weighted mean of 6.46 with a standard deviation of 0.67, which is verbally interpreted as an Extremely High Level. This indicates that the school maintains an extremely high commitment to feedback, ensuring that teachers' opinions are heard, valued, and integrated into school improvements. This further implies that teachers perceive the school as responsive, transparent, and supportive of professional development through structured and actionable feedback channels.

The findings suggest that effective feedback mechanisms are a critical aspect of school culture. By fostering open communication, valuing input, acting on suggestions, and maintaining transparency, the school creates a responsive and participatory environment that supports continuous growth for both teachers and the broader school community.

Hattie & Clarke (2021) cited that Visible Learning and Feedback, a world-renowned researcher on educational impact, identifies feedback as one of the top influences on achievement. His recent work emphasizes that feedback is most powerful when it is "just in time, just for me, and just for now." The 6.46 mean suggests that the feedback in your schools is not just "present," but is likely timely and specific

enough to actually change teacher behavior and student outcomes.

School development programs should prioritize establishing effective feedback mechanisms as a core component of school culture. Training should equip leaders and teachers with skills to give constructive feedback, actively listen, and respond thoughtfully to suggestions from staff, students, and other stakeholders.

These findings collectively suggest that developmental supervision fosters a more supportive and effective system of instructional improvement in schools. Developmental supervision represents a more human-centered and improvement-focused model of leadership in schools. It strengthens teacher capacity by encouraging reflection, providing targeted support, and fostering professional autonomy.

Test of correlation between the School Heads' Leadership skills and the Teachers' Attributes

To test the significant relationship between the School Heads' Leadership skills and the Teachers' Attributes in terms of Adaptability, Self-Reflective, Flexibility, Empathy and Patience, and Innovative, the data were analyzed using Real Statistics Data Analysis Tools with the Pearson Product-Moment Correlation Coefficient.

Table 20. Significant relationship between the School Heads' Leadership skills and the teachers' attributes

School Heads' Leadership skills		Teachers' Attributes				
		A	S-R	F	E	I
Cognitive skills	Pearson Correlation	.702**	.672**	.609**	.664**	.672**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000
	N	155	155	155	155	155
Technical skills	Pearson Correlation	.685**	.652**	.607**	.650**	.679**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000
	N	155	155	155	155	155
Decision-making	Pearson Correlation	.701**	.664**	.662**	.664**	.738**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000
	N	155	155	155	155	155
Motivation	Pearson Correlation	.748**	.706**	.710**	.707**	.771**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000
	N	155	155	155	155	155
Innovation and Creativity	Pearson Correlation	.749**	.703**	.675**	.685**	.766**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000
	N	155	155	155	155	155

Note: *p<.05, **p<.01

Table 20 presents the significant relationship between school heads' leadership skills and teachers' attributes. All computed p-values are 0.000, which are lower than the 0.01 level of significance, indicating that the relationships are statistically significant. The correlation coefficients range from $r = 0.607$ to $r = 0.771$, indicating strong positive relationships."

The results reveal that when school leaders foster motivation and innovation, teachers bring qualities of adaptability, reflection, and creativity into their professional development. Also, the research indicates that when school leaders exhibit strong analytical and problem-solving skills, they have a positive effect on teachers' ability to adapt, reflect on their practice, and create innovative ways to teach. Further,

the findings indicate that when a school leader demonstrates their managerial and professional competencies, it supports teachers' ability to adapt to change and implement innovative teaching approaches. Likewise, when a school leader uses their decision-making skills to make timely, effective decisions, teachers will be encouraged by the climate created by the decisions to be flexible, reflective, and innovative in their professional practice. School leaders and teachers create positive working conditions for teachers' professional growth. According to Samriangjit, Tesaputa, and Somprach (2016), one of the key skills that principals must develop as collaborative leaders is in the primary education context. The study indicated that schools with collaborative-oriented school leaders tend to have more positive teacher attitudes and lower

levels of teacher burnout, which is the resultant process of increased teacher involvement leading to increased student success. School heads' leadership skills play a crucial role in shaping the effectiveness of school management and overall educational outcomes, as reflected in cognitive, technical, decision-making, motivational, and innovative and creative skills. By promoting adaptability, teachers can create flexible, student-centered classrooms that enhance engagement, improve learning outcomes, and support continuous improvement in teaching quality.

Table 21 presents the significant relationship between school heads' leadership skills and school culture.

Findings reveal that all dimensions of leadership skills have strong positive relationships with the different aspects of school culture. All p-values are 0.000, which are lower than the 0.01 level of significance, indicating that the relationships are statistically significant. The correlation coefficients range from $r = 0.598$ to $r = 0.730$, indicating strong positive relationships."

Table 21. Significant relationship between the School Heads' Leadership skills and school culture

School Heads' Leadership skills		School culture				
		Shared beliefs	values	and Collaboration Teamwork	and Decision-Inclusivity	Making Feedback Mechanisms
Cognitive skills	Pearson Correlation	.650**		.655**	.631**	.598**
	Sig. (2-tailed)	0.000		0.000	0.000	0.000
	N	155		155	155	155
Technical skills	Pearson Correlation	.675**		.691**	.651**	.622**
	Sig. (2-tailed)	0.000		0.000	0.000	0.000
	N	155		155	155	155
Decision-making	Pearson Correlation	.686**		.683**	.690**	.676**
	Sig. (2-tailed)	0.000		0.000	0.000	0.000
	N	155		155	155	155
Motivation	Pearson Correlation	.716**		.714**	.730**	.716**
	Sig. (2-tailed)	0.000		0.000	0.000	0.000
	N	155		155	155	155
Innovation and Creativity	Pearson Correlation	.706**		.728**	.700**	.680**
	Sig. (2-tailed)	0.000		0.000	0.000	0.000
	N	155		155	155	155

Note: * $p < .05$, ** $p < .01$

The results show that when school leaders actively motivate their teachers and staff, they create an atmosphere where collaboration is encouraged, shared values grow, and active participation in decision-making occurs. Additionally, school leaders who encourage creative thought and innovation foster a culture that values teamwork, open communication, and shared problem-solving. In addition, these findings indicate that school leaders who effectively manage school operations and apply their professional skills improve teachers' ability to work collaboratively and share a vision of success for all students. School leaders with strong analytical and problem-solving skills will help foster a supportive, participatory school culture. Effective school leaders are believed to engage in a range of practices that foster a clear articulation of the school's vision and values to achieve a closer correspondence between school and teacher beliefs. Er (2024), the mediating role of teacher beliefs and professional learning in the relationship between principal leadership behaviors and teacher practices. Inclusive and participative leadership styles can contribute to teachers holding different beliefs about their professional roles and responsibilities, which can serve as a framework for shared values and practices within a school.

Table 22 presents the significant relationship between school heads' leadership styles and teachers' attributes. All computed p-values are 0.000, which are lower than the 0.01 level of significance, indicating that the relationships are statistically significant. The correlation coefficients range from $r = 0.682$ to $r = 0.786$, indicating strong positive relationships between school heads' leadership styles and teachers' attributes.

Among the leadership styles, proactive leadership shows the strongest relationships with teachers' attributes. It demonstrates the highest correlation with teachers' innovativeness ($r = .786$), adaptability ($r = .753$), flexibility ($r = .745$), empathy and patience ($r = .730$), and self-reflection ($r = .727$). This suggests that when school leaders demonstrate proactive leadership practices, teachers tend to develop stronger adaptability, reflective practices, and innovative capabilities in their professional roles.

Similarly, adaptive leadership shows strong correlations with teachers' innovativeness ($r = .776$), adaptability ($r = .730$), flexibility ($r = .730$), empathy and patience ($r = .706$), and self-reflection ($r = .702$). These results indicate that leaders who can adjust their leadership approaches to changing situations help teachers become more flexible, reflective, and responsive to the needs of the learning environment.

Table 22. Significant relationship between the School Heads' Leadership styles and the teachers' attributes

School Heads' leadership styles		Teachers' Attributes				
		A	S-R	F	Empathy and patience	I
Adaptive	Pearson Correlation	.730**	.702**	.730**	.706**	.776**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000
	N	155	155	155	155	155
Smart	Pearson Correlation	.718**	.689**	.720**	.693**	.769**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000
	N	155	155	155	155	155
Proactive	Pearson Correlation	.753**	.727**	.745**	.730**	.786**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000
	N	155	155	155	155	155
Democratic	Pearson Correlation	.732**	.699**	.684**	.687**	.723**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000
	N	155	155	155	155	155
Collaborative	Pearson Correlation	.716**	.682**	.705**	.682**	.760**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000
	N	155	155	155	155	155

Note: *p<.05, **p<.01

Table 23. Significant relationship between the School Heads' Leadership styles and school culture

School Heads' leadership styles		School culture			
		Shared values and beliefs	Collaboration and Teamwork	Decision- Making Inclusivity	Feedback Mechanisms
Adaptive	Pearson Correlation	.728**	.747**	.758**	.721**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000
	N	155	155	155	155
Smart	Pearson Correlation	.713**	.728**	.732**	.692**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000
	N	155	155	155	155
Proactive	Pearson Correlation	.749**	.748**	.753**	.721**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000
	N	155	155	155	155
Democratic	Pearson Correlation	.736**	.746**	.692**	.698**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000
	N	155	155	155	155
Collaborative	Pearson Correlation	.703**	.726**	.729**	.713**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000
	N	155	155	155	155

Note: *p<.05, **p<.01

In terms of smart leadership, the results also reveal strong positive relationships with teachers' attributes, particularly innovativeness ($r = .769$), flexibility ($r = .720$), and adaptability ($r = .718$). This implies that leaders who demonstrate strategic thinking and effective decision-making help teachers adapt and implement creative instructional practices.

Meanwhile, democratic leadership demonstrates strong correlations with teachers' attributes, especially adaptability ($r = .732$) and innovativeness ($r = .723$). This indicates that when school leaders encourage participation and shared decision-making, teachers are more likely to demonstrate flexibility, empathy, and reflective practices in their professional responsibilities.

Lastly, collaborative leadership also shows strong relationships with teachers' attributes, particularly innovativeness ($r = .760$), adaptability ($r = .716$), and flexibility ($r = .705$). These findings suggest that leaders who promote teamwork and cooperation create an environment that encourages teachers to be more adaptable, reflective, and

innovative in their teaching practices.

School heads use adaptive, smart, and proactive leadership styles to effectively manage their schools and support both teachers and students. Through adaptive leadership, school heads can adjust to changes, handle challenges, and ensure teaching and learning continue smoothly, especially during difficult situations. By communicating openly and working closely with teachers and the school community, they build trust and encourage everyone to take part in solving problems.

At the same time, school heads practice smart leadership by using different approaches to leadership depending on the situation. They motivate teachers and students, promote teamwork, and help build strong working relationships among staff. This also encourages teachers to try new and creative teaching methods that can improve student learning. In addition, proactive leadership allows school heads to plan ahead and address possible problems before they become serious. By supporting teachers, encouraging new ideas, and using data to inform decisions, they create a positive, supportive school environment. Overall, these leadership

styles help school heads become more effective in guiding their schools, improving teacher performance, and achieving better learning outcomes for students.

Table 23 presents the significant relationship between school heads' leadership styles and school culture. All computed p-values are 0.000, which are lower than the 0.01 level of significance, indicating that the relationships are statistically significant. The correlation coefficients range from $r = 0.692$ to $r = 0.758$, showing strong positive relationships between school heads' leadership styles and the different dimensions of school culture.

The results reveal that when school leaders demonstrate proactive leadership practices, they are more likely to foster a school environment that promotes shared goals, teamwork, inclusive participation, and effective communication.

Leaders who can adjust their leadership approaches to changing circumstances foster a supportive, participatory school culture. Leaders who demonstrate strategic thinking and effective management practices help strengthen communication, cooperation, and shared understanding among members of the school community. This indicates that when school leaders encourage participation and shared decision-making, teachers and staff are more likely to develop a sense of unity and collective responsibility in achieving school goals. These findings signify that leaders who promote teamwork and cooperation help create a positive school culture characterized by open communication, mutual support, and shared commitment to the school's vision.

IV. CONCLUSION AND RECOMMENDATIONS

The results of the study showed that the analysis revealed a significant positive relationship between leadership skills and teachers' attributes, leading to rejection of hypotheses, including cognitive skills, technical skills, decision-making, motivation, and innovation and creativity, and teachers' attributes in terms of adaptability, self-reflective practices, flexibility, empathy and patience, and innovativeness. This indicates that teachers working under school heads who demonstrate strong leadership skills tend to exhibit higher levels of personal growth, instructional effectiveness, and innovative teaching practices.

The school heads' leadership skills have a significant relationship with teachers' attributes. This means leadership skills do affect how teachers behave and perform. When school heads are strong in decision-making, communication, motivation, and planning, teachers tend to become more responsible, adaptable, and effective in their teaching. Good leadership helps teachers improve their work and develop positive professional qualities.

The results reveal that when school leaders foster motivation and innovation, teachers bring qualities of adaptability, reflection, and creativity into their professional development.

The school heads' leadership skills have a significant relationship with school culture. This means that leadership skills help shape and improve the school's culture. When school heads show strong leadership, they help create a school environment that promotes teamwork, shared values, respect, and open communication among teachers and staff. The

results show that when school leaders actively motivate their teachers and staff, they create an atmosphere where collaboration is encouraged, shared values grow, and active participation in decision-making occurs.

The school heads' leadership styles have a significant relationship with teachers' attributes. This means the way school heads lead influences teachers' attitudes and work. When school leaders use supportive, collaborative leadership styles, teachers become more motivated, flexible, caring, and willing to improve their teaching practices. These results indicate that leaders who can adjust their leadership approaches to changing situations help teachers become more flexible, reflective, and responsive to the needs of the learning environment.

The school heads' leadership styles have a significant relationship with school culture. This means leadership styles affect how the school culture develops and functions. When school heads practice effective leadership styles such as adaptive, democratic, and collaborative leadership, they help build a positive school environment where teamwork, participation, and good communication are strengthened. The results reveal that when school leaders demonstrate proactive leadership practices, they are more likely to foster a school environment that promotes shared goals, teamwork, inclusive participation, and effective communication.

In light of the conclusions, the following recommendations are offered:

School heads may strengthen their leadership skills by participating in training on decision-making, innovation, motivation, and adaptive leadership. This will allow them to further enhance teachers' professional growth, instructional effectiveness, and the overall school culture.

Teachers may focus on developing and applying attributes such as adaptability, self-reflection, flexibility, empathy, and innovation in their classrooms. By doing so, they can improve teaching quality, student engagement, and responsiveness to diverse learner needs.

Students may take an active role in school activities, collaborative projects, and decision-making processes to cultivate responsibility, critical thinking, and teamwork. Their involvement supports holistic development and prepares them for future academic and personal challenges.

Parents and the school community may be advised to participate in school programs, support learning at home, and promote inclusivity, collaboration, and shared values. Active engagement strengthens the school environment and fosters a supportive, high-performing community for both students and teachers.

Future researchers are invited to examine additional factors that influence school effectiveness, teacher development, and student outcomes, such as digital leadership tools, innovative teaching approaches, or socio-emotional support programs. These studies can provide further insights to enhance leadership practices and school culture across different contexts.

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