

The Leadership Styles of School Heads in Bayugan North and Northwest Districts and the Efficiency of Teachers

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ABSTRACT

Leadership styles push every member of the school organization to be active, eager, and desirous to accomplish the assigned task with sincerity, loyalty, and commitment to teaching work. The study attempted to determine the relationship between leadership styles and the efficiency of teachers in Bayugan North and Northwest District, Division of Bayugan City for the school year 2018-2019. The study used a descriptive research design. The study involved 125 respondents. It used a research instrument on leadership styles and the efficiency of the teacher's questionnaire in gathering the data from the respondents. The statistical treatments used were the frequency count, percent, weighted mean, coefficient of correlation, and t-test of relationship in analyzing the data. The finding revealed that the school heads were adopting the democratic and authoritative leadership styles to maintain good relations and support from the subordinate teachers through cooperation, understanding, and teamwork, which enable them to attain the goals and objectives of the school organization. It was recommended that the school heads should maintain a democratic style of leadership in dealing with the subordinates. The teachers should maximize their efficiency in teaching, particularly in doing assigned work in coordinating extra-curricular activities in school. Future researchers should undertake research similar to this study to verify its result.

KEYWORDS

Authoritative leadership, autocratic leadership, democratic leadership, efficiency of teachers, laissez-faire leadership, leadership styles, descriptive, Philippines

INTRODUCTION

The leadership styles of the school head in leading the subordinates in a school organization promote good relationships among teachers, initiates changes, opens the mind to accommodate best ideas, formulates solutions to problems, and make vision and mission for school development relevant to the needs of the clientele. Through the leadership styles of the leader that make new things happen and lead to a progressive school system where teachers are always motivated, inspired, and enthusiastic in performing their duties and responsibilities in their teaching profession (McKinney, Labat, & Labat, 2015). Leadership styles push every member of the school organization to be active, eager, and desirous to accomplish an assigned task with sincerity, loyalty, and commitment to teaching work. Leadership style challenges subordinate teachers to be diligent and efficient in imparting knowledge and skills to the learners, leading to the realization of quality education (Kapur, 2018).

A school head is a restless leader full of ideas and plans that challenge everybody in a school organization to achieve the school's goals and objectives (Garza et al., 2014). This, in turn, leads the realization of the vision and mission of the school in attaining a progressive school system and in developing the life of the learners (Ssozi, 2012). However, some school organizations are slow in their growth and development due to the weaknesses and laxities of school leaders. This has been observed by the researcher in the schools of the district. Some school heads lack the leadership styles in leading the subordinate teachers, affecting the development of the school system.

The researcher, who is one of the school heads of a district, is interested in determining whether or the leadership styles of school heads relate to the efficiency of teachers.

FRAMEWORK

The study is anchored on the concept that leadership styles relate to the efficiency of teachers (Lai et al., 2014). The notion supposes that a leadership style, whether democratic, authoritative, autocratic, and laissez-faire, allows the leader to get extraordinary achievement from ordinary people. In the school organization, a school head's leadership style can propel teachers to perform in the best way.

The autocratic leadership style makes a leader "selfish" in leading the subordinates to participate in decision-making. He/she does not welcome the opinions and suggestions from the subordinates since he/she alone has the authority to supervise the subordinates.

He/she does not share his/her responsibility in supervising the subordinates because he/she is selfish of his/her power to be shared with the subordinates to attain the goals and objectives of the school.

An autocratic school leader believes in his/her own ability to supervise and manage the subordinates by dictating them to perform the assigned work to accomplish it on a given time. The subordinates are obliged to follow his orders because he/she alone will be followed in decision making for the school organization to make teachers efficient in work.

Democratic leadership gives freedom to the subordinates to participate in decision-making with the school head. Their opinions and suggestions during meetings for the plans and programs of the school are given importance by the school head to attain the school's objectives. There is harmony in the attainment of the goals and objectives of the school since there is sharing of responsibilities, and they cooperate in the work to accomplish it enthusiastically, thus, enable the teachers to be efficient in their work.

The authoritative leadership style utilizes memorandum, directives, order, and policies from higher offices as a basis for leadership to execute his/her authority in supervising the subordinates. The leader in a school organization supervises the teachers using his/her authority as a principal, which does not welcome teachers' suggestions during meetings to arrive at a decision. The teachers must accomplish work based on orders and directives from the school leader without delay.

The Laissez-Faire style of leadership promotes a let-alone policy in which the school head gives freedom to subordinates to do whatever they wish to accomplish their duties and responsibilities. The leader does not supervise the teachers to perform their work since he/she does not interfere with the teachers' work, thus promoting laziness among the teachers because they are left alone by the school head in their work responsibility.

OBJECTIVE OF THE STUDY

The study attempted to determine the relationship between the leadership style of school heads and the efficiency of teachers in Bayugan North and Northwest Districts of Bayugan City Division.

METHODOLOGY

Research Design

This study used a descriptive research design because the data gathered from the styles of leadership and the efficiency of teachers were described. It is also descriptive because it described the relationship between the leadership styles of school heads and the efficiency of teachers.

Research Locale

The study was conducted in Bayugan North and Northwest District Schools of Bayugan City Division. Bayugan North District is composed of ten (10) schools, namely; Berseba Elementary School, San Juan Elementary School, Mt. Ararat Elementary School, New Katipunan Elementary School, Mt. Bulawan Elementary School, New Leyte Elementary School, Sto. Nino Elementary School, San Lorenzo Elementary School, Datu Hugmakan Elementary School, and Legaspi Elementary School. Bayugan Northwest District is composed of eight (8) schools, namely; Wawa Central Elementary School, Mabuhay Elementary School, Taglibas Elementary School, Claro Cortez Elementary School, San Agustin Elementary School, Montevista Elementary School, Mahayag Elementary School, and Tagubay Elementary School.

Respondents of the study

The study involved a population of 125 elementary school teachers distributed in the two districts of Bayugan North and Northwest District Schools. The population was taken as respondents of the study, known as complete enumeration.

Table 1. Distribution of Population as Respondents

Bayugan Northwest District	Population as Respondents	Percent
1. Wawa Central Elementary School	10	17.0
2. Mabuhay Elementary School	10	17.0
3. Tagubay Elementary School	7	11.9
4. Claro Cortez Elementary School	8	13.6
5. Mahayag Elementary School	6	10.1
6. Taglibas Elementary School	7	11.9
7. San Agustin Elementary School	5	8.5
8. Montivista Elementary School	6	10.1
Total	59	100
Bayugan North District	Population as Respondents	Percent
1. San Juan Central Elementary School	23	34.8
2. Berseba Elementary School	12	12.2
3. Mt. Ararat Elementary School	3	4.6
4. New Katipunan Elementary School	3	4.6
5. Mt. Bulawan Elementary School	3	4.6
6. New Leyte Elementary School	6	9.0
7. Sto. Niño Elementary School	3	4.6
8. San Lorenzo Elementary School	3	4.6
9. Datu Hugmakan Elementary School	4	6.0
10. Legaspi Elementary School	6	9.0
Total	66	100
Grand Total	125	100

Research Instrument

The study utilized a research instrument on leadership styles such as; democratic, autocratic, authoritative, and laissez-faire, and the efficiency of teachers’ questionnaires. It was measured using the Likert scale, 5-Strongly Agree, 4-Agree, 3-Neutral, 2-Disagree, and 1-Strongly Disagree. It was adopted from the research work of Garnnica (2014).

Data Gathering Procedure

The researcher asked permission from the superintendent of schools of Bayugan City Division to conduct research among the respondents of the study. Upon approval, the researcher personally administered the research questionnaire to the respondents with a time allotment of 2 to 3 days to fill up the necessary information and data in the research instrument. Then, the researcher retrieved the questionnaires, recorded the data, described them, and treated them with appropriate statistical tools to arrive at a hypothetical conclusion.

Statistical Treatment

The study used the following statistical treatments in analyzing the data; Frequency Count, Percent, Weighted Mean, Correlation Coefficient, & T-test.

RESULTS AND DISCUSSION

Table 2. Perception of Respondents on the Leadership Styles of School Heads

A. Autocratic	Wt. Mean	Verbal Description
The School Head	3.4	Neutral
1. Makes decision without the participation of the subordinates.		
2. Insists on his/her own will on the implementation of the goals and objectives of the school.	3.2	Neutral
3. Dictates the subordinates/teachers to follow his/her orders and instructions without consideration of the weaknesses of others.	3.3	Neutral
4. Disregards the suggestions and request of the subordinates/teachers regarding the implementation of the rules and policies of the school.	3.1	Neutral
5. Shows leadership style that is autocratic in nature in which he/she consider himself/herself as the only leader to be followed in complying with working activities in school.	2.6	Disagree
6. Does not welcome the opinion of the subordinates during faculty meeting regarding their teaching responsibilities.	2.5	Disagree
Average Weighted Mean	3.0	Neutral

A. Democratic	Wt. Mean	Verbal Description
The School Head		
1. Makes decision with the participation of the subordinates/teachers in the implementation of the program of the school.	4.0	Agree
2. Welcomes the suggestions and opinions of the subordinates during faculty meeting regarding solving the problem of pupil's discipline and performance.	4.1	Agree
3. Abides and respects the decision of the majority in making program plan implementation.	3.9	Agree
4. Considers the weaknesses of teachers in the compliance of work.	3.8	Agree
5. Solicits and gathers good opinion, suggestions from teachers that are relevant in involving problems of the school.	3.6	Agree
6. Initiates programs, plan of action for the development of the faculty and learners which are accepted by the entire members of the entire members of the school organization.	3.7	Agree
Average Weighted Mean	3.8	Agree
B. Authoritative	Wt. Mean	Verbal Description
The School Head		
1. Imposes program, plan of activities of a school based on the authority of the leaders.	4.0	Agree
2. Gives direction and orders to teachers to comply with orders according to his/her own authority.	3.8	Agree
3. Uses leadership style which is taken from the authority of the higher officials to be complied by the teachers of the school organization in attaining the program.	3.7	Agree
4. Applies authority from the higher officials to be imposed to the subordinates in performing their duties and responsibilities.	3.8	Agree
5. Shows authoritative leadership in supervising the teachers in the performance of their work.	3.4	Agree
6. Does not consider and welcome the suggestions of the subordinates in solving the problems of the learners in the school.	3.3	Neutral
Average Weighted Mean	3.7	Agree

A. Laissez-Faire	Wt. Mean	Verbal Description
The School Head		
1. Shows no concerns in supervising the subordinates as to performance of their duties and responsibilities.	2.6	Disagree
2. Leaves the subordinate teachers to work with their own effort and responsibilities in teaching work.	2.7	Disagree
3. Does not interfere with the activities of the teachers in the entire school organization.	2.4	Disagree
4. Practices a let-alone policy in the school by allowing the subordinates to work at their own direction and volition.	2.3	Disagree
5. Does not mind and show concern the activities of the teachers regarding extra-curricular activities of the school.	2.2	Disagree
6. Shows laxity in the supervision and control of the subordinates as to the performance of their duties and responsibilities.	3.4	Neutral
Average Weighted Mean	2.6	Disagree

Table 2 shows the level of perception of respondents on the leadership styles of school heads in terms of; autocratic, democratic, authoritative, and Laissez-Faire. The data reveal that an autocratic leadership style, items 1 to 4 were rated as “Neutral” in which item 1 obtained the highest weighted mean of 3.4, which explains that the respondents were undecided to perceive that the school head makes decisions without participation in the subordinates because maybe there are times that the headteachers make a decision with the participation of subordinates or it is not all the time that the school head is a practical autocratic leader in making a decision.

Items 5 and 6 were rated as “Disagree” in which item 6 obtained a lowest weighted mean of 2.5, which explains that the respondents show lesser disagreement that the school head does not welcome the opinion of the subordinates during faculty meetings since there may be times that the school head welcomes the opinion of the subordinates.

An average weighted mean of 3.0 or “Neutral” explains the respondents are undecided in their perception that the school head is autocratic all the time because there may be a time that the school head is not autocratic in dealing with the subordinates.

The result did not conform with Abao (1999) that the school heads were often showing autocratic practices such as; allowing the only one-way communication process from above down through the line and disregards suggestions from rank and file.

Malik, Saleem & Naeem (2016) asserted that autocratic leaders make all the direction themselves. They do not consult their team or make decisions once the decision has been made. They impose it and expect obedience.

On democratic, items 1 to 6 were rated as “Agree” in which items 2 obtained a highest weighted mean of 4.1, which explains that the respondents show more agreement

that the school head welcome the suggestions and opinions of the subordinates during a faculty meeting and other problem that needs decision making with the involvement of the teachers.

Item 5 obtained the lowest weighted mean of 3.6, which explains that the less respondents agreed that the school head solicits and gathers opinions, suggestions from the teachers that are needed to solve the problem since there may be a time that the school head does not need to solicit opinions from the teachers when the problem is easier to solve by the school head.

Ann's average weighted mean of 3.8 or "Agree" explains the school head is democratic in making decisions, considering teachers' weaknesses, and initiating a program plan of action for faculty development.

The result conforms with Abao (1999) that the school heads show moderate democratic practices which involved the group in decision making with respect to policies and programs in association with the staff and the community based on equality and involve the group in decision making and encourage new and constructive ideas initiated among the staff.

Boonla & Treputharat (2011) emphasized that democratic leaders value liberty, equality, individual dignity, cooperation, and responsibility. Democracy ensures discipline through cooperative activities among the leaders and subordinates in an organization. On authoritative leadership style, items 1 to 4 were rated as "Agree," in which item 1 obtained the highest weighted mean of 4.0. The school head imposes programs, planning activities based on authority through memorandum and directions from the superior officials of the school. Items 5 and 6 were rated as "Neutral" in which item 6 obtained the lowest weighted mean of 3.3, which shows that the school head does not consider and welcome the suggestions of the subordinates since there are instances that the school head considers the suggestions of subordinates when the school head realizes its benefits and advantages of the school organization.

An average weighted mean of 3.7 or "Agree" means that the school head is authoritative in dealing with the subordinate teachers, particularly imposing programs, giving directions, orders, and applying authority from higher officials.

Johnson et al. (2009) pointed out that authoritative leadership is a kind of ability to influence others and motivate a group. The subordinates value the authority and directives of the leader to accomplish the assigned task to produce results on time.

The laissez-faire items 1 to 5 were rated as "Disagree," in which item 1 obtained a highest weighted mean of 2.6, which explains that the respondents show more disagreement that the school head shows no concern in supervising the subordinates as to the performance of their duties since there are instances that the school head is concerned in supervising the teachers to perform their work effectively. Item 6 was rated as "Neutral" with a weighted mean of 3.4, which shows that the respondents did not support either side in their perception that the school head shows laxity in supervising the teachers since there are instances that the school head sometimes

supervises the teachers with direction and instructions to accomplish assigned work for the development of the pupils.

An Average weighted mean of 2.6 or “Disagree” means that the respondents did not agree that their school head adopted a laissez-faire style in supervising the subordinate teachers since the school head applied authoritative and democratic styles of leadership in dealing with the subordinates.

The result did not conform with Abao (1999) that the school heads show low regard to laissez fair leadership style practices since leaving the teachers alone to work without being supervised by the school heads would not be effective in their work since usually, a let-alone policy will promote laziness among the teachers.

Table 3. The Level of Perception of Respondents on Efficiency of Teaches

Item	Wt. Mean	Verbal Description
As a Teacher I...		
1. Conducts my classes on time and ends up on time.	4.1	Agree
2. Accomplished works with within its allotted time.	4.0	Agree
3. Do assigned tasks as mandated on time.	4.0	Agree
4. Finish the lesson plans and implement them within the allotted time frame.	4.0	Agree
5. Check/evaluate the students’ learnings from time to time or as scheduled.	4.0	Agree
6. Submit students’ performance reports as schedules or before cut-off-dates.	4.0	Agree
7. Acts problems confronting students immediately/ without delay.	3.9	Agree
8. Scheduled schools activities by classifying them as “urgent”, “immediate”, and can be done later”.	3.8	Agree
9. Punctual in class attendance, faculty meetings, and the likes E= <u>output</u> time	3.9	Agree
10. Practice Prioritizing activities based on urgency.	3.7	Agree
Average Weighted Mean	3.9	Agree

Table 3 shows the level of perception of respondents on the efficiency of teachers. The data reveal that all items 1 to 10 were rated as “Agree,” in which item 1 obtained a highest weighted mean of 4.1 which means that the respondents manifested large agreement that the teacher shows efficient work in sharing knowledge and skills to the learners in school since they are deeply committed to fulfilling their duties and responsibilities whose primordial task is to impart knowledge to the learners with full of enthusiasm and sincerity. They feel that they are accountable to the parents of the learners in school.

Item 10 obtained a lowest weighted mean of 3.7 which means that the respondents were less in agreement that the teacher is capable of doing assigned work in coordinating extra-curricular since some of the teachers are not so active in the participation of activities in school such as; athletics, sports, and cultural program and presentation. Some teachers do not even get involved in any extra-curricular activities since they attain their obligation to their families.

An average weighted mean of 3.9 or “Agree” means that the teachers were efficient in sharing knowledge to the learners, performing and complying with assigned work, punctual, diligent, creative, and resourceful in their teaching profession. The result conforms with Valerio (2012), who accepted that the efficiency of teachers influences the learners to acquire knowledge and skills and develop their full potentials to retain and apply the values and practices that enable them to search for solutions to problems. A teacher’s passion and enthusiasm for learning are also apparent through planning and preparing time for lessons. Teachers who plan a lesson catering to students strengthen prior knowledge and how learners learn best.

Brookfield (2017) affirmed that efficient teachers could increase motivation for optimal classroom achievement. An efficient teacher is dynamic and creative, motivating the students to be diligent and interested in studying the lessons.

Table 4. The Correlation and t-value of the Leadership Styles and Efficiency of Teachers

Leadership Styles	Efficiency of Teachers			
	R	Computed t-value	Critical t-value	Decision
Democratic Leadership	0.20	2.264	1.645	Reject HO
Authoritative Leadership	0.18	2.029	1.645	Reject HO
Autocratic Leadership	0.17	1.913	1.645	Reject HO
Laissez-Faire Leadership	0.14	1.568	1.645	Do not Reject HO

Table 4 shows the correlation and t-value of teachers’ leadership styles and efficiency to test their relationship. The data reveal that the democratic style of leadership and efficiency of teachers had a correlation of 0.20 with a computed t-value of 2.264, which exceeded the critical t-value of 1.645 at 0.05 level of significance set for statistical analysis, which falls beyond the acceptance region. The result shows a significant relationship; hence its null hypothesis is rejected. It explains that there is a significant relationship between the democratic style of leadership and the efficiency of teachers. A positive correlation means the democratic leadership is directly related to the efficiency of teachers.

The result conforms with Boonla and Treputharat (2011) that democratic leadership relates significantly to teachers’ efficiency. Through the democratic leadership style, the teachers are given more freedom to maximize their effort in imparting knowledge and skills to the learners. Democratic leadership encourages the teachers to cooperate in

attaining the vision and mission of the school.

The result also conforms with Kiboss & Jemiryott (2014) that there is a significant relationship between democratic leadership and teaching efficiency. Democratic leaders lead the subordinates to cooperate and agree on the work to be accomplished thoroughly.

The authoritative leadership style significantly relates with an efficiency of teachers supported with a correlation of 0.18 and a computed t-value of 2.029, which is greater than the critical t-value of 1.645 at 0.05 level of significance, which falls beyond the acceptance region, indicating a significant relationship. Thus, its null hypothesis is rejected. A positive correlation means that authoritative leadership style is directly related to the efficiency of teachers.

The result conforms with Cemaloghu (2007) that there is a significant relationship between authoritative leadership and the efficiency of teachers. The authority of the leader to supervise the teachers to perform their assigned task make them efficient in their duties and responsibilities.

The result also conforms with Boonla and Treputharat (2011) that the authoritative leadership style significantly relates to the efficiency of teachers. The directives and orders of the leader to the subordinates accomplish work on time and enable the teachers to perform it punctually.

Autocratic leadership style and efficiency of teachers had a correlation of 0.17 and a computed t-value of 1.913, which exceeded the tabular t-value of 1.645 at 0.05 level of significance which falls beyond the acceptance region. The result indicates a significant relationship; hence, its null hypothesis is rejected. It means that there is a significant relationship between autocratic leadership and the efficiency of teachers. A positive correlation implies that autocratic leadership directly relates to the efficiency of teachers.

It conforms with Boonla and Treputharat's (2011) autocratic leadership relates significantly to the efficiency of teachers. There are times that a leader should be autocratic in supervising the teachers to produce an immediate result of the assigned work. But it is not all time that autocratic leadership is practiced in supervising the teachers to avoid reluctance in accomplishing work.

Laissez-Faire style of leadership did not relate significantly with an efficiency of teaches supported with a correlation of 0.14 and a computed t-value of 1.568, which is less than the tabular t-value of 1.645 at 0.05 level of significance fall within the acceptance region showing no significant relationship; thus, its null hypothesis is rejected.

The result conforms with Tatlah & Iqbal (2012) that laissez-faire leadership style did not relate significantly with teacher efficiency. A leader who leaves the teachers on their activities encourages the teachers to be lazy and do nothing since nobody supervises them in their work. It tends to neglect the work of the teacher. A school head who is lax in supervising the subordinates will not motivate and encourage teachers to be creative, diligent, and committed to their work.

CONCLUSIONS

Based on the findings, the following are conclusions drawn;

1. Democratic and authoritative styles of leadership since support from the subordinate teachers through cooperation understanding and teamwork which enable them to attain the goals and objectives of the school organization when applied alternatively as the need arises.

The school heads are not so convinced to adopt autocratic and laissez fair leadership styles since it creates a gap between the school heads and the subordinate teachers in school. The said styles of leadership may delay works assigned by the school heads since the subordinates will be divided in their likes and dislike because the school head does not mind whatever the subordinate teachers do in the classroom. It discharges teamwork and cooperation in work.

2. The efficiency of teachers contributes to the success of the school's goals since the teachers will exert more effort in achieving their work responsibilities, which promotes quality education.

3. Democratic, authoritative, and autocratic leadership styles are relating factors to the efficiency of teachers.

RECOMMENDATIONS

Based on the conclusions drawn, the following are the recommendations;

1. The school heads should integrate authoritative and autocratic leadership styles to achieve the goals and objectives of the school-based in a given situation.

2. The teachers should maximize their efficiency in teaching, particularly in doing assigned work in coordinating extra-curricular activities in school.

3. Research entitled "Effect of Leadership Styles on the Duties of Teachers" may be undertaken by future researchers.

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