

## Research Article

# HOLISTIC SCHOOL LEADERSHIP AND PROFESSIONAL DEVELOPMENT INITIATIVES TOWARDS TEACHER'S PERFORMANCE IN THE WORKPLACE: A MODEL

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### ABSTRACT

The present study aimed to determine the significant correlation between holistic leadership, professional development initiatives, and teachers' performance in the workplace. Additionally, it explored the influence of holistic leadership and professional development initiatives on teacher performance. The study utilized a quantitative research method employing correlational and regression analyses. The population of the study comprised 197 teachers randomly selected from Kinoguitan and Balingoan districts, with a 5% margin of error and a 95% confidence level. Data were collected through validated survey questionnaires following expert validation. The reliability of the data was tested using Cronbach's alpha, and the data were analyzed using Pearson product-moment correlation and multiple regression. The study found a positive correlation between holistic leadership and teachers' workplace performance. Additionally, the research revealed a significant and positive relationship between professional development initiatives and teachers' workplace performance. The regression analysis indicated that holistic leadership significantly predicts teachers' workplace performance. However, the model explained only 7.4% of the variance in teachers' performance, suggesting that the influence of holistic leadership is limited, but statistically significant. On the other hand, the regression analysis showed that professional development initiatives also significantly predict teachers' workplace performance. The adjusted R-squared value of 0.149 indicates that the model explains 14.9% of the variability in teachers' performance. This suggests that professional development initiatives have a more substantial impact on teachers' workplace performance than holistic leadership. Based on the findings, the study recommends the implementation of training initiatives, workshops, and mentorship programs to enhance leadership effectiveness and address any gaps through tailored interventions. Furthermore, teachers' participation in these programs can significantly contribute to a positive and dynamic learning environment and play a crucial role in shaping the success of the school community.

**Keywords:** holistic leadership, professional development, teachers' performance, regression analysis, regression model.

### INTRODUCTION

Effective leadership plays a crucial role in an organization's ability to adapt to change and secure enduring sustainability (Subhaktiyasa *et al.*, 2023). Nonetheless, a comprehensive leadership approach is indispensable for aligning organizational change efforts and fostering harmonization during digital transformation. Holistic leadership emphasizes the importance of personal growth, well-being, and a balance between professional and personal aspects of life. It is an approach that considers the whole person and the interconnectedness of various aspects of life. It goes beyond traditional leadership models that focus solely on professional skills and performance. The understanding of the word "holistic" in the context of leadership is on an integrated scale. This means that holistic leadership is carried out by dimensions in harmony of self-leadership, spiritual leadership, and service leadership (Dhiman, 2017).

During the COVID-19 pandemic, the educational framework of the Philippines has been restructured, causing emotional strain on teachers who have had to cope with uncertainties and anxieties related to their own health, the health of their students. Particularly in Kinoguitan, Balingoan, and Sugbongcogon districts of Misamis Oriental Division, various teachers were advised by their respective district supervisors to refrain from posting misinformation and fake news on their social media platforms pertaining to the holistic leadership practices of their school heads.

Leading a school has never been an easy task, especially those schools that have been affected by the surge of the pandemic, which has left the school principal made an adjustments managing their schools that hinder the effectiveness of leadership qualities that affect the teacher's performance in the workplace. According to Kruser, Hackmann, and Lindle (2020) during COVID-19 pandemic, school heads are further challenged to equity manage their schools ensuring that programs and personnel are adequately supported. Moreover, there were teachers face various challenges and pressures in the workplace (Dabash, 2018). To address this issue, Lathrop (2022) suggests communication as a vital skill that a school heads must practice in time of crisis. Therefore, it is necessary that school heads communicate to their teachers the clear guidelines, instructions, and goals, leaving no room for ambiguity. This clarity helps the teachers understand their roles and responsibilities, contributing to improved performance and accountability.

Successful schools make use of their teachers in such a way, that not only professional development takes place, but the motivation level of teachers also increases (Ladd and Sorenson 2017). Professional development program helps the teacher learn and refine their pedagogies (Hammond, Hyler, and Gardner, 2017). A well-designed professional development program should consider the essential component of a comprehensive system of teaching and learning that supports students in developing the knowledge, skills, and competencies they need to thrive in the 21st century. According to Merchie *et al.*, (2016) school heads' professional development initiatives reflect on teachers' performance. Efficient professional growth fosters educational chances, enables individuals to recognize their personal learning requirements through self-assessment, observation, and peer evaluation abilities, utilizes mentoring, and

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encourages reflection, professional discussions, and feedback. Additionally, it cultivates strong partnerships among teachers (Hammond *et al.*, 2017).

Most of the DepEd orders pertaining to teacher's professional development were conducted online and was still practice up to this day to ensure the safety and well-being of teachers (Dash *et al.*, 2012). However, research has shown that many online professional development initiatives appear ineffective in supporting changes in teacher performance in the workplace (Hammond *et al.*, 2017). Online PD often lacks the face-to-face interaction that traditional in-person training provides. This can result in a sense of isolation and reduced opportunities for collaboration and networking with colleagues. The absence of real-time feedback and discussion may limit the depth of learning and hinder the development of practical skills. Therefore, school heads need to examine the effectiveness of their professional development programs (Ganza, 2012).

This study aimed to ascertain how the school heads' holistic leadership and professional development initiatives significantly affected the teachers' performance in the workplace. Particularly in areas of classroom management, creating work-life balance, assessment and feedback, relationship with colleagues, innovative teaching approach, and integrating technology into instructions. Moreover, the findings of this study served as the basis for improving the school heads' holistic leadership, which consequently improved the teachers' performance in the workplace. On these grounds, the researcher conducted this study.

## METHODOLOGY

### Research Design

The study used quantitative approach, specifically correlational and regression analysis in investigating the relationship and influence of school head's holistic leadership and professional development initiatives towards teacher's performance in the workplace. Ali (2021) pointed out that Quantitative data analysis is a systematic process of both collecting and evaluating measurable and verifiable data. Correlational analysis explores the associative relationship between independent and dependent variables (Senthilnathan, 2019). It measures the strength and direction of the relationship using correlation coefficients, such as Pearson's correlation coefficient. Regression analysis, on the other hand, was used in this study to analyze the effect of independent variables on the dependent variable and make predictions based on the model.

### Research Locale

This study was conducted in the public schools of Balingoan, Kinoguitan, and Sugbongcogon districts, which are located along the northern coast of Misamis Oriental under the division of Misamis Oriental. These three districts are in 5th class municipalities. Specifically, Balingoan district has eleven (11) school heads, Kinoguitan district has thirteen (13) school heads, and Sugbongcogon has twenty-one (21) school heads.

### Research Participants

The combined teaching personnel population across the districts of Balingoan, Kinoguitan, and Sugbongcogon stands at 402 individuals. To ensure a statistically significant representation, a minimum acceptable sample size of 192 teachers has been recommended for the survey. This sample size is calculated with a 5% margin of error and a 95% confidence interval, ensuring accurate and reliable findings for the comprehensive assessment of the educational landscape in these districts.

### Research Instruments

The study used a researcher-made tool adopted from the Philippine Professional Standards for teachers of the Department of Education. This study followed ethical guidelines, and respondents' participation was voluntary. To validate the instruments, several steps were taken. To ensure study objectives were met, education and assessment experts reviewed the adapted and modified questionnaires. The reliability test was conducted through pilot testing with a small sample of respondents from other districts to test the suitability of the item questions utilizing the Cronbach's Alpha to assess the internal consistency and reliability of the measurement scales and ensure that they yield consistent and trustworthy results.

### Data Gathering Procedure

This study used specific steps to collect data. With the approved letter of recommendation from the Dean of Graduate Studies, the researcher went to the office of the Division Superintendent of Misamis Oriental to ask permission to conduct the study. The permission letter was presented to the district supervisor about the researcher's intention to administer the study to the teachers. Eventually, the supervisor informed the principals of the schools regarding the conduct of the study. The researcher then approached the principal of each school to explain how the study would be administered to the teachers. A researcher will set a date for the administration of the questionnaires to the respondents at their most convenient time. Before the distribution of the questionnaires to the respondents, the researcher assured them that their responses would be kept confidential and would be used only in the study. After the questionnaires are answered, the researcher personally retrieved and gathered the answers for confidentiality.

### Ethical Considerations

This research study rigorously adhered to ethical guidelines, prioritizing the well-being and autonomy of participants. The respondents willingly chose to engage, retaining the right to withdraw from the study at any juncture if they felt uneasy. Rigorous measures were implemented to mitigate harm, encompassing physical, social, and psychological aspects, ensuring the utmost safety. The dignity and well-being of teachers who responded were always protected. The research data remained confidential throughout the study, and the respondents' rights were protected, ensuring scientific or academic integrity.

## RESULTS AND DISCUSSION

**Table 1. Respondents' Assessment of the School Heads' Holistic Leadership Vis-à-vis Self-Leadership**

Indicators	Mean	SD	Interpretation
1. My school head has a clear and compelling vision for the school's future.	3.29	.80	Always Practiced
2. My school head lacks a strong sense of self-awareness and doesn't understand his/her own strengths, weaknesses, and values, which hinders him/her from making informed decisions and leading authentically.*	3.02	1.00	Poorly Practiced
3. My school head has high emotional intelligence and understands and manages his/her own emotions while empathizing with others.	3.26	.75	Always Practiced
4. My school head does not demonstrate resilience in the face of adversity, fails to bounce back from setbacks, struggles to	3.01	.99	Poorly Practiced

adapt to change, and does not inspire resilience in his/her teachers and students.*			
5. My school head communicates his/her vision to teachers, students, parents, and the wider community.	3.17	.88	Practices
<b>Total Measure</b>	<b>3.15</b>	<b>.62</b>	<b>Practiced</b>

**Note:** 3.26-4.00 Strongly Agree Always Practiced  
 \*-reverse scoring  
 2.51-3.25 Agree Practiced  
 1.76-2.50 Disagree Poorly Practiced  
 1.00-1.75 Strongly Disagree Not Practiced

The result reveals a mixed picture based on the indicators provided in Table 1. The total measure mean of 3.15 and a relatively low standard deviations (SD) of 0.62 indicates that school head practiced self-leadership. However, the varying perceptions in certain indicators highlight potential areas for improvement, such as enhancing self-awareness and resilience to ensure consistent and effective leadership practices. The achievement of teachers in their profession depends on their perspective on the education profession. Thus, in order to impact teachers' effectiveness at work, school administrators need to begin with developing strong self-leadership skills that have a comprehensive influence on teachers (Warren, 2021).

**Table 2. Respondents' Assessment of the School Heads' Holistic Leadership Vis-à-vis Spiritual Leadership**

Indicators	Mean	SD	Interpretation
1. My school head demonstrates a clear alignment between the school's vision and mission with spiritual or moral values.	2.03	.98	Poorly Practiced
2. My school head encourages a culture of integrity and honesty among teachers, non-teaching personnel, and students.	3.08	.82	Practiced
3. My school head consistently fails to integrate spiritual or moral values into decision-making processes.*	2.99	.99	Poorly Practiced
4. My school head seeks input from stakeholders to ensure decisions are in line with shared values	3.10	.76	Practiced
5. My school head does not show genuine concern for the well-being of teachers, non-teaching personnel, and students. *	2.91	.96	Practiced
<b>Total Measure</b>	<b>2.82</b>	<b>.39</b>	<b>Practiced</b>

**Note:** 3.26-4.00 Strongly Agree Always Practices  
 \*-reverse scoring  
 2.51-3.25 Agree Practiced  
 1.76-2.50 Disagree Poorly Practiced  
 1.00-1.75 Strongly Disagree Not Practiced

The total measure mean of 2.82 and a low SD of 0.39 respondents perceived their school heads as practicing spiritual leadership to some extent. Respondents share a perception that school heads practice aligning the school's values with spiritual or moral principles. However, the varying perceptions on specific indicators emphasize the need for school leaders to focus on aligning the school's vision with moral values, enhancing the integration of spiritual values into decision-making, and consistently demonstrating genuine concern for the well-being of the school community. School heads who exercise spiritual leadership spiritual leadership establish a clear organizational vision and mission that promote excellence in performance and prioritize the welfare and well-being of teachers (Fry, 2016).

**Table 3. Respondents' Assessment of the School Heads' Holistic Leadership Vis-à-vis Service Leadership**

Indicators	Mean	SD	Interpretation
1. My school head does not encourage or support the professional development of teachers and non-teaching personnel.*	1.82	.87	Practiced
2. My school head fosters a collaborative environment where input from various stakeholders is valued.	1.94	.96	Poorly Practiced
3. My school head puts the needs of teachers, non-teaching personnel, and students ahead of personal interests.	3.24	.81	Practiced
4. My school head adapts to changing educational landscapes and technological advancements.	1.80	.93	Poorly Practiced
5. My school head does not communicate openly and transparently with all stakeholders.*	2.95	1.08	Poorly Practiced
<b>Total Measure</b>	<b>2.35</b>	<b>.34</b>	<b>Poorly Practiced</b>

**Note:** 3.26-4.00 Strongly Agree Always Practices  
 \*-reverse scoring  
 2.51-3.25 Agree Practiced  
 1.76-2.50 Disagree Poorly Practiced  
 1.00-1.75 Strongly Disagree Not Practiced

Table 3 shows the assessment of service leadership reveals positive perceptions regarding the encouragement of professional development and prioritization of the school community's needs. With the overall mean of 2.35 and standard deviations (SD) of 0.34 indicates a relatively consistent perception among respondents. The "Poorly Practiced" interpretation signals a collective opinion that, on average, school heads are perceived as poorly practicing service leadership. It is very important that school head must possess service leadership to influence stability and a strong foundation that support teachers' performance. Moreover, it inspires and encourage not only the teachers and students but also those involved in the educational system who wholeheartedly adopt and actively engage in the pursuit of the shared vision (Marlina and Rudiyanto (2022)).

**Table 4 Consolidated Findings of the Respondents' Assessment of the School Heads' Holistic Leadership**

Indicators	Mean	SD	Interpretation
Self-Leadership	3.15	.62	Practiced
Spiritual Leadership	2.82	.39	Practiced
Service Leadership	2.35	.34	Poorly Practiced
<b>Total Measure</b>	<b>2.77</b>	<b>.27</b>	<b>Practiced</b>

**Note:** 3.26-4.00 Strongly Agree Always Practices  
 2.51-3.25 Agree Practiced  
 1.76-2.50 Disagree Poorly Practiced  
 1.00-1.75 Strongly Disagree Not Practiced

The total measure representing the overall assessment of school heads' holistic leadership, shows a mean of 2.77 and a low SD of 0.27, categorizing it as "Practiced." This suggests a shared perception among respondents that, on average, school heads demonstrate holistic leadership practices. The low SD indicates a high level of agreement among respondents. Hence, the consolidated findings indicate positive perceptions regarding self-leadership and spiritual leadership, with respondents generally agreeing that school heads exhibit these qualities. The overall measure reflects an "Practiced" interpretation, suggesting that, despite concerns with service leadership, respondents perceive school heads as practicing holistic leadership. These findings can guide focused interventions

and initiatives for professional growth, aiming to target specific areas for improvement in service leadership. This, in turn, will elevate the overall effectiveness of school heads.

**Table 5. Respondents' Assessment of the School Heads' Professional Development Initiatives Vis-à-vis Personal Growth**

Indicators	Mean	SD	Interpretation
1. My school head acts as a role model and advocate for upholding the dignity of teaching and learning culture within and beyond the school.	3.19	.77	Manifested to a good extent
2. My school head does not take a leadership role in supporting the teachers' engagement with professional networks within and across schools to advance knowledge and practice in identified areas of need.*	3.18	.85	Manifested to a rare extent
3. My school head leads the teachers in enhancing their professional development programs based on an in-depth knowledge and understanding of the Philippine Professional Standards for Teachers.	3.26	.74	Manifested to a great extent
4. My school head does not reflect on Philippine Professional Standards for Teachers to plan professional development goals and does not assist teachers in planning and achieving their own goals.*	3.17	.81	Manifested to a rare extent
5. My school head contributes actively to the professional network within and between schools to improve knowledge and enhance practice.	3.25	.70	Manifested to a good extent
<b>Total Measure</b>	<b>3.21</b>	<b>.61</b>	<b>Manifested to a good extent</b>

**Note:** 3.26-4.00 Strongly Agree Manifested to a great extent  
 \*-reverse scoring  
 2.51-3.25 Agree Manifested to a good extent  
 1.76-2.50 Disagree Manifested to a rare extent  
 1.00-1.75 Strongly Disagree Not Manifested

Table 5 presents the collective findings on the positive evaluation of the school heads' initiatives related to personal growth. With the total mean measure of 3.21 and with low standard deviation (SD) of 0.61, categorizing it as "Manifested to a good extent" This implies a shared perspective among respondents that, on the whole, school heads have effectively manifested professional development initiatives related to personal growth. The low SD suggests a consistent agreement among respondents on this positive assessment. Teacher development is an evolving learning process (Pardo and Tellez, 2015). Through professional development initiatives, teachers' knowledge, pedagogical practices, self-confidence, and creativity are enhanced. Salomaki, Ruokonen, and Ruismaki (2012) concluded that professional development improves personal growth, supports sustainability, and builds teachers' emotional health by enhancing their learning methods.

**Table 6. Respondents' Assessment of the School Heads' Professional Development Initiatives Vis-à-vis Curriculum Planning and Development**

Indicators	Mean	SD	Interpretation
1. My school head does not model exemplary practices in enhancing the current practices in the planning and management of developmentally	3.14	.77	Manifested to a rare extent

sequenced teaching and learning processes.*			
2. My school head models exemplary skills and leads the teachers in the development and evaluation of teaching and learning resources, including ICT, for use within and beyond the school.	3.14	.81	Manifested to a good extent
3. My school head does not develop or apply effective strategies in the planning and management of developmentally sequenced teaching and learning processes in varied teaching contexts.*	3.22	.74	Manifested to a rare extent
4. My school head advised and guided the teachers in the selection, organization, and development of appropriate teaching and learning resources.	3.24	.70	Manifested to a good extent
5. My school head did not plan, manage, or implement developmentally sequenced teaching and learning processes for varied learning needs and contexts.*	3.27	.77	Not manifested
<b>Total Measure</b>	<b>3.20</b>	<b>.60</b>	<b>Manifested to a good extent</b>

**Note:** 3.26-4.00 Strongly Agree Manifested to a great extent  
 \*-reverse scoring  
 2.51-3.25 Agree Manifested to a good extent  
 1.76-2.50 Disagree Manifested to a rare extent  
 1.00-1.75 Strongly Disagree Not Manifested

Table 6 presents the respondents' assessment of the school heads' professional development initiatives concerning curriculum planning and development. The total mean measure of 3.20, with a low standard deviations (SD) of 0.60, categorizing it as "Manifested to a good extent." This suggests a shared positive assessment among respondents regarding the school heads' initiatives. For curriculum development to be effective, it's imperative for teachers to actively participate in the development process, ensuring that an effective curriculum should mirror the philosophy and objectives of educational activities, teaching resources, and evaluations that comprise the particular educational program (Alsubaie, 2016). They play a significant role in translating the educational goals, standards, and objectives into meaningful and effective learning experiences for the students because they know their needs (Patankar and Jadhav, 2013).

**Table 7. Respondents' Assessment of the School Heads' Professional Development Initiatives Vis-à-vis Professional Engagement**

Indicators	Mean	SD	Interpretation
1. My school head supports and guides the teachers in their professional growth, provides constructive feedback, and ensures that instructional strategies align with the school's goals and educational standards.	3.18	.82	Manifested to a good extent
2. My school head does not lead the teachers in the consolidation of networks that strengthen the relationship with parents, guardians, and the wider school community, and does not aim to maximize their involvement in the educational process.*	3.16	.81	Manifested to a rare extent
3. My school head leads the teachers in the regular review of existing codes, laws, and regulations that apply to the teaching profession and the responsibilities as specified in the Code of Ethics for Professional Teachers.	3.02	.86	Manifested to a good extent

4. My school head does not guide the teachers in strengthening their relationships with parents, guardians, and the wider school community, and does not facilitate involvement in the educational process.*	3.13	.86	Manifested to a rare extent
5. My school head model the building of relationships and collaborating with various stakeholders, including teachers, students, parents, community members, and education authorities, and promote a team-oriented culture and involve others in decision-making processes.	3.18	.83	Manifested to a good extent
<b>Total Measure</b>	<b>3.13</b>	<b>.70</b>	<b>Manifested to a good extent</b>

**Note:** 3.26-4.00 Strongly Agree Manifested to a great extent  
 \*-reverse scoring  
 2.51-3.25 Agree Manifested to a good extent  
 1.76-2.50 Disagree Manifested to a rare extent  
 1.00-1.75 Strongly Disagree Not Manifested

Table 7 provides an overview of the respondents' assessment of the school heads' professional development initiatives related to professional engagement. The total measure for professional engagement is 3.13, with a moderate standard deviations (SD) of 0.70, categorizing it as "Manifested to a good extent." The consolidated findings indicate an overall positive assessment of school heads' professional development initiatives related to professional engagement. The active involvement of school leaders in professional engagement is crucial for enhancing the effectiveness and professionalism of teachers, with particular emphasis on those dedicated to mentoring fellow teachers. Advocating for these diverse responsibilities, school heads not only strengthen the learning environment but also cultivate a climate of ongoing enhancement and creativity among the teaching staff (Becker and Riel, 2014).

**Table 8. Respondents' Assessment of the School Heads' Professional Development Initiatives Vis-à-vis Assessment and Reporting**

Indicators	Mean	SD	Interpretation
1. My school head does not initiate the evaluation of assessment policies and guidelines related to the design, selection, organization, and use of effective diagnostic, formative assessment consistent with curriculum requirements.*	3.09	.90	Manifested to a rare extent
2. My school head leads provides advice and mentors the teachers on the effective analysis and use of learner attainment data.	3.14	.80	Manifested to a good extent
3. My school head does not work collaboratively with teachers in reviewing the design, selection, organization, and use of a range of effective diagnostic, formative, and summative assessment strategies consistent with curriculum requirements.*	1.91	.89	Manifested to a good extent
4. My school head leads the teachers in monitoring and evaluating attainment data to support learner progress and achievement.	3.22	.78	Manifested to a good extent
5. My school head does not lead the teachers in monitoring and evaluating learners' progress and achievement using learner data.*	1.91	.92	Manifested to a god extent
<b>Total Measure</b>	<b>2.66</b>	<b>.25</b>	<b>Manifested to a good extent</b>

**Note:** 3.26-4.00 Strongly Agree Manifested to a great extent  
 \*-reverse scoring  
 2.51-3.25 Agree Manifested to a good extent  
 1.76-2.50 Disagree Manifested to a rare extent  
 1.00-1.75 Strongly Disagree Not Manifested

Table 8 presents the evaluation of school heads' professional development initiatives concerning assessment and reporting. The total measure for assessment and reporting is 2.66, reflecting a high level of agreement among respondents, with a low standard deviations(SD) of 0.25, categorizing it as "manifested to a good extent". Respondents generally agree that school heads are actively involved in evaluating assessment policies, providing guidance on learner attainment data, collaborating with teachers in enhancing assessment strategies and leading efforts to monitor and evaluate learner progress. The importance of assessment is not something that happens at the end of a teaching sequence, it is intrinsically linked to learning and teaching (Panizzon, 2019).

**Table 9. Consolidated Findings of the Respondents' Assessment of the School Heads' Professional Development Initiatives**

Indicators	Mean	SD	Interpretation
Personal Growth	3.21	.61	Manifested to a good extent
Curriculum Planning and Development	3.20	.60	Manifested to a good extent
Professional Engagement	3.13	.70	Manifested to a good extent
Assessment and Reporting	2.66	.25	Manifested to a good extent
<b>Total Measure</b>	<b>3.05</b>	<b>.45</b>	<b>Manifested to a good extent</b>

**Note:** 3.26-4.00 Strongly Agree Manifested to a great extent  
 2.51-3.25 Agree Manifested to a good extent  
 1.76-2.50 Disagree Manifested to a rare extent  
 1.00-1.75 Strongly Disagree Not Manifested

Table 9 presents the consolidated total measure (Mean=3.05) affirms an overall positive assessment of school heads' professional development initiatives. These findings imply that, collectively, the initiatives positively influence teachers' personal growth, curriculum planning, professional engagement, and assessment practices. The low standard deviation (SD) of 0.45 reinforces the coherence of opinions, providing a strong foundation for further refining and strengthening professional development efforts initiated by school heads.

**Table 10. Respondents' Assessment of their Performance in the Workplace Vis-à-vis Classroom Management**

Indicators	Mean	SD	Interpretation
1. My classroom communicates expectations to students regarding behavior, academic performance, and participation.	3.36	.65	Outstanding
2. My classroom lacks consistency in enforcing rules and consequences, making it ineffective for classroom management, and preventing students from having clear expectations and consequences, resulting in unfairness and lack of accountability.*	3.23	.80	Satisfactory
3. I used positive reinforcement techniques, such as praise, rewards, and recognition that foster a positive classroom climate.	3.42	.72	Outstanding
4. My classroom management does not involve being proactive; instead, it relies on reactivity, failing to anticipate potential	3.10	.86	Satisfactory

challenges or plan strategies to prevent disruptions.*			
5. My classroom promotes an emotional, well-organized, visually appealing, and supportive environment.	3.49	.67	Outstanding
<b>Total Measure</b>	<b>3.32</b>	<b>.57</b>	<b>Outstanding</b>

**Note:** 3.26-4.00 Strongly Agree Outstanding  
 \*-reverse scoring  
 2.51-3.25 Agree Very Satisfactory  
 1.76-2.50 Disagree Satisfactory  
 1.00-1.75 Strongly Disagree Unsatisfactory

Table 10 provides a comprehensive assessment of respondents' perceptions of their performance in the workplace. The total measure (Mean=3.32, SD=0.57) indicates an overall strong agreement that respondents' performance in the workplace, specifically in terms of classroom management, is outstanding. Teachers who practice proactive classroom management are more likely to create engaging lessons and respond to the needs of their students. Therefore, teachers need to develop such strategies to create a supportive learning atmosphere in the classroom (Alasmari and Althaqafi, 2021).

**Table 11. Respondents' Assessment of their Performance in the Workplace Vis-à-vis Creating Work-Life Balance**

Indicators	Mean	SD	Interpretation
1. I do not prioritize my tasks, fail to set boundaries, struggle to allocate time for both work and personal life, lack advanced planning of schedules, waste classroom time, and end up with excessive work outside of regular hours.*	3.36	.83	Unsatisfactory
2. I established clear boundaries between my professional and personal lives and taught myself to say no to excessive work demands or commitments that can encroach on my personal time and well-being.	3.40	.73	Outstanding
3. I did not take care of myself physically, emotionally, or mentally, neglecting to maintain a work-life balance; I disregarded activities like exercise, hobbies, relaxation techniques, and spending quality time with family and friends.*	3.18	.94	Satisfactory
4. I know when to delegate tasks and seek support from colleagues, administrators, or parents. And I understand the importance of collaboration, sharing responsibilities, and leveraging available resources to avoid being overwhelmed.	3.35	.74	Outstanding
5. I did not engage in regular reflection to assess my work-life balance, failed to make any adjustments when needed, ignored my priorities, neglected to evaluate my time management strategies, and made unconscious choices that disrupted my balance and well-being.*	3.10	1.06	Satisfactory
<b>Total Measure</b>	<b>3.28</b>	<b>.65</b>	<b>Outstanding</b>

**Note:** 3.26-4.00 Strongly Agree Outstanding  
 \*-reverse scoring  
 2.51-3.25 Agree Very Satisfactory  
 1.76-2.50 Disagree Satisfactory  
 1.00-1.75 Strongly Disagree Unsatisfactory

Table 11 presents an overall strong agreement that respondents' performance in creating a work-life balance is outstanding. This positive assessment acknowledges their effective time management, boundary-setting, collaboration practices, and general awareness of the importance of maintaining a balanced professional and personal

life. With the overall mean of 3.28 and standard deviations (SD) 0.65, this interprets that a well-balanced workload significantly and positively affects employee performance (Nasruddin, *et al.*, 2021). Teachers' personal values drive their goals and behaviors at school. Moreover, values can support subjective well-being and an individual sense of self-efficacy (Barni, Danioni, and Benevene, 2019).

**Table 12. Respondents' Assessment of their Performance in the Workplace Vis-à-vis Assessment and Feedback**

Indicators	Mean	SD	Interpretation
1. I established clear learning objectives and communicated them to the students.	3.41	.73	Outstanding
2. I didn't use a variety of assessment methods to evaluate student learning and didn't employ different methods that gather a comprehensive understanding of students' knowledge and skills.*	3.29	.86	Unsatisfactory
3. I incorporate formative assessments throughout the learning process, which provide ongoing feedback and help identify students' strengths and areas for improvement.	3.40	.67	Outstanding
4. I don't provide timely feedback to students, and I don't ensure that it is given while the learning is still fresh in their minds.*	3.26	.90	Unsatisfactory
5. I provide opportunities for students to reflect on their learning and the feedback they receive.	3.37	.74	Outstanding
<b>Total Measure</b>	<b>3.35</b>	<b>.63</b>	<b>Outstanding</b>

**Note:** 3.26-4.00 Strongly Agree Outstanding  
 \*-reverse scoring  
 2.51-3.25 Agree Very Satisfactory  
 1.76-2.50 Disagree Satisfactory  
 1.00-1.75 Strongly Disagree Unsatisfactory

The total measure (Mean=3.35, SD=0.63) reflects an overall strong agreement that respondents' performance in the workplace, particularly in terms of assessment and feedback, is outstanding. This outstanding mean value suggests a widespread teacher's commitment in setting clear expectations, and fostering an environment where students understand the intended learning outcomes. This results further reveals that the respondents determine the student's expertise or knowledge of a given subject. Through the use of proper assessment methods, teachers will provide an accurate feedback that measure the progress of students and to what extent they have reached the desired learning outcomes (Prasanthi and Vas, 2018).

**Table 13. Respondents' Assessment of their Performance in the Workplace Vis-à-vis Relationship with Colleagues**

Indicators	Mean	SD	Interpretation
1. I do not engage in close, disrespectful, and infrequent communication with my colleagues, withhold information, ideas, and resources, and avoid collaborating on projects or curriculum development.*	2.70	1.10	Satisfactory
2. I am open to collaboration and teamwork and seek opportunities to work together, share expertise, and address common challenges.	3.50	.74	Outstanding
3. I do not show disrespect for my colleagues' opinions, experiences, and perspectives and do not demonstrate empathy by understanding and acknowledging the challenges faced by	2.45	1.13	Satisfactory

their colleagues, offering support, and celebrating their successes.*				
4. I provide assistance to my colleagues when needed, offer constructive feedback, and celebrate successes together.	3.37	.77	Outstanding	
5. I lack a sense of humor, discourage a sense of camaraderie, and fail to create bonds with my colleagues.*	3.13	.93	Satisfactory	
<b>Total Measure</b>	<b>3.03</b>	<b>.65</b>	<b>Very Satisfactory</b>	

<b>Note:</b>	3.26-4.00 Strongly Agree	Outstanding
	*-reverse scoring	
	2.51-3.25 Agree	Very Satisfactory
	1.76-2.50 Disagree	Satisfactory
	1.00-1.75 Strongly Disagree	Unsatisfactory

The total measure (Mean=3.03, SD=0.65) reflects an overall agreement that respondents' performance in the workplace is very satisfactory. While highlighting strengths in collaboration, assistance, and celebration of successes, the findings also suggest potential areas for improvement in fostering respectful communication, empathy, and consistent engagement with colleagues. Empathy towards co-teachers is essential to creating a harmonious and collaborative work environment (Bouton, 2016). If this practiced effectively at the workplace, it leads to better output and the successful accomplishments of an organization (Oppong and Birikorang, 2014).

**Table 14. Respondents' Assessment of their Performance in the Workplace Vis-à-vis Innovative Teaching Approach**

provide examples, case studies, and projects that bridge the gap between theoretical knowledge and practical skills, showing students the relevance and significance of what they are learning.				
<b>Total Measure</b>	<b>3.07</b>	<b>.42</b>	<b>Agree</b>	<b>Very Satisfactory</b>

<b>Note:</b>	3.26-4.00 Strongly Agree	Outstanding
	*-reverse scoring	
	2.51-3.25 Agree	Very Satisfactory
	1.76-2.50 Disagree	Satisfactory
	1.00-1.75 Strongly Disagree	Unsatisfactory

The total measure (Mean=3.07, SD=0.42) This very satisfactory mean value suggests a widespread commitment to innovative teaching practices, fostering a dynamic and engaging learning environment. Application of innovative pedagogical approaches promotes students' ability to construct learning on their own and students' critical thinking development (Rolleston et al., 2019). Further, this results highlights that the respondents used technology in connecting learning to real-world applications improves the quality of instructions and enables students develop their skills, boost their motivation, and enhance their knowledge and information more effectively (Nowfeek, Farwis, and Nowzath, 2021).

**Table 15. Respondents' Assessment of their Performance in the Workplace Vis-à-vis Integrating Technology into Instructions**

Indicators	Mean	SD	Interpretation
1. I am not resistant to change, closed off from exploring new tools and resources, and unwilling to try out different technologies or adapt their teaching methods to leverage the potential of technology in the classroom.*	2.51	1.11	Very Satisfactory
2. I have a solid understanding of pedagogy and instructional strategies and know how to align technology tools with specific learning goals and design activities that promote active learning, critical thinking, and collaboration.	3.33	.68	Outstanding
3. I do not avoid using various digital tools and platforms, nor do I lack the necessary technical skills to navigate technology confidently, troubleshoot common issues, or utilize different features to enhance learning experiences. *	2.83	.94	Very Satisfactory
4. I go beyond using technology as an add-on or standalone activity and seamlessly integrate technology into different subject areas, making it an integral part of the curriculum and enhancing teaching and learning across multiple disciplines.	3.30	.68	Outstanding
5. I am not resistant to change, closed off from exploring new tools and resources, and unwilling to try out different technologies or adjust their teaching methods to leverage the potential of technology in the classroom.*	2.39	1.07	Very Satisfactory
<b>Total Measure</b>	<b>2.87</b>	<b>.43</b>	<b>Very Satisfactory</b>

<b>Note:</b>	3.26-4.00 Strongly Agree	Outstanding
	2.51-3.25 Agree	Very Satisfactory
	1.76-2.50 Disagree	Satisfactory
	1.00-1.75 Strongly Disagree	Unsatisfactory

The total measure (Mean=2.87, SD=0.43) reflects an overall agreement that respondents' performance in the workplace, particularly in innovative teaching approaches, is very satisfactory. This highlights that the respondents used technology in connecting learning to real-world applications. Incorporating technology into teaching practices improves the quality of instructions and enables students develop their skills, boost their motivation, and enhance their knowledge and information more effectively (Nowfeek, Farwis, and Nowzath, 2021).

**Note:** 3.26-4.00 Strongly Agree Outstanding  
 2.51-3.25 Agree Very Satisfactory  
 1.76-2.50 Disagree Satisfactory  
 1.00-1.75 Strongly Disagree Unsatisfactory

Table 16 presents the total measure (Mean=3.15, SD=0.44) reflects an overall agreement that respondents' performance in the workplace is very satisfactory. While strengths are evident in several areas, the findings also point to specific aspects, such as relationships with colleagues, innovative teaching approaches, and technology integration, where there is room for enhancement. The variability in responses emphasizes the importance of addressing these areas to foster a more consistent and universally satisfactory professional performance.

**Table 16. Consolidated Findings of the Respondents' Assessment of their Performance in the Workplace**

Indicators	Mean	SD	Interpretation
Classroom Management	3.32	.57	Outstanding
Creating Work-Life Balance	3.28	.65	Outstanding
Assessment and Feedback	3.35	.63	Outstanding
Relationship with Colleagues	3.03	.65	Very Satisfactory
Innovative Teaching Approach	3.07	.42	Very Satisfactory
Integrating Technology into Instructions	2.87	.43	Very Satisfactory
<b>Total Measure</b>	<b>3.15</b>	<b>.44</b>	<b>Very Satisfactory</b>

**Table 17. Test of Relationship<sup>1</sup> between the School Head's Holistic Leadership and the Respondent's Performance in the Workplace**

Variables	School Head's Holistic Leadership							
	Self-Leadership		Spiritual Leadership		Service Leadership		Total Measure	
Performance in the Workplace	R-value (p-value)	Interpretation	R-value (p-value)	Interpretation	R-value (p-value)	Interpretation	R-value (p-value)	Interpretation
Classroom Management	.160* (.025)	S	.306** (.000)	S	.317** (.000)	S	.251** (.000)	S
Creating work-life Balance	-.043 (.55)	NS	0.098 (0.169)	NS	.167* (0.019)	S	0.07 (0.331)	NS
Assessment and Feedback	.06 (.406)	NS	.142* (0.046)	S	.255** (.000)	S	0.117 (0.102)	NS
Relationship with Colleagues	.029 (.687)	NS	.145* (0.042)	S	.150* (0.035)	S	0.08 (0.264)	NS
Innovative Teaching Approach	.068 (.343)	NS	0.086 (0.231)	NS	.147* (0.039)	S	0.055 (0.443)	NS
Integrating Technology into Instructions	.177* (.013)	S	.178* (0.013)	S	0.116 (0.103)	NS	.198** (0.005)	S
<b>Total Measure</b>	<b>.036*** (.612)</b>	<b>NS</b>	<b>.272** (.000)</b>	<b>S</b>	<b>.238** (0.001)</b>	<b>S</b>	<b>.142* (0.046)</b>	<b>S</b>

**Note:** <sup>1</sup>Analysis is based on Pearson Correlation S-Significant (\*\*\*p<.001, \*\*p<.01, \*p<.05) NS-not significant (p>.05)

The correlation analysis reveals that the school head's holistic leadership, particularly in the dimensions of self-leadership, spiritual leadership, service leadership, and the overall measure, is significantly correlated with multiple aspects of respondents' performance in the workplace. Notably, spiritual leadership, service leadership, and the overall measure exhibit stronger and more pervasive correlations, suggesting that how the school head leads themselves has a substantial impact on various dimensions of workplace performance. These findings underscore the importance of holistic leadership in shaping a positive and effective work environment for educators.



**Table 18. Test of Relationship between the School Head’s Professional Development Initiatives and the Respondent’s Performance in the Workplace**

Variables	School Head’s Professional Development Initiatives									
	Personal Growth		Curriculum Planning and Development		Professional Engagement		Assessment and Reporting		Total Measure	
Performance in the Workplace	R-value (p-value)	Interpretation	R-value (p-value)	Remarks	R-value (p-value)	Interpretation	R-value (p-value)	Interpretation	R-value (p-value)	Interpretation
Classroom Management	.448*** (.000)	S	.415*** (.000)	S	.493*** (.000)	S	.170* (.017)	S	.502*** (.000)	S
Creating work-life Balance	.302*** (.00)	S	.326*** (.000)	S	.456*** (.000)	S	.119 (.096)	NS	.402*** (.000)	S
Assessment and Feedback	.362*** (.000)	S	.298*** (.000)	S	.428*** (.000)	S	.230*** (.001)	S	.418*** (.000)	S
Relationship with Colleagues	.196** (.006)	S	.243*** (.001)	S	.343*** (.000)	S	.071 (.323)	NS	.289*** (.000)	S
Innovative Teaching Approach	.165* (.020)	S	.180* (.011)	S	.319*** (.000)	S	.228*** (.001)	S	.269*** (.000)	S
Integrating Technology into Instructions	.183* (.010)	S	.158* (.027)	S	.295*** (.000)	S	.220** (.002)	S	.258*** (.000)	S
Total Measure	.360*** (.000)	S	.354*** (.000)	S	.502*** (.000)	S	.210** (.003)	S	.461*** (.000)	S

**Note:** <sup>1</sup>Analysis is based on Pearson Correlation S-Significant (\*\*\*p<.001, \*\*p<.01, \*p<.05) NS-not significant (p>.05)

Table 18 presents the correlation analysis of school head’s professional development initiatives, encompassing personal growth, curriculum planning and development, professional engagement, and assessment and reporting, exhibit strong positive correlations with various dimensions of respondents’ performance in the workplace. These findings underscore the importance of the school head’s strategic focus on professional development initiatives in fostering a positive and effective work environment for educators.

**Table 19. Test of Relationship between the School Head’s Holistic Leadership and the Professional Development Initiatives**

Variables	School Head’s Holistic Leadership									
	Self-Leadership		Spiritual Leadership		Service Leadership		Total Measure			
Professional Development Initiatives	R-value (p-value)	Interpretation	R-value (p-value)	Interpretation	R-value (p-value)	Interpretation	R-value (p-value)	Interpretation		
Personal Growth	.620*** (.000)	S	.438*** (.000)	S	-.227*** (.000)	S	.587*** (.000)	S		
Curriculum Planning and Development	.567*** (.000)	S	.356*** (.000)	S	-.195** (.006)	S	.520*** (.000)	S		
Professional Engagement	.531*** (.000)	S	.256*** (.000)	S	-.202** (.004)	S	.442*** (.000)	S		
Assessment and Reporting	.345*** (.000)	S	.341*** (.000)	S	-.012 (.864)	NS	.421*** (.000)	S		
<b>Total Measure</b>	<b>.649*** (.000)</b>	<b>S</b>	<b>.411*** (.000)</b>	<b>S</b>	<b>-.221** (.002)</b>	<b>S</b>	<b>.598*** (.000)</b>	<b>S</b>		

**Note:** <sup>1</sup>Analysis is based on Pearson Correlation S-Significant (\*\*\*p<.001, \*\*p<.01, \*p<.05) NS-not significant (p>.05)

As presented in the table above (see Table 19), the correlation analysis reveals that the school head's holistic leadership, particularly in the dimensions of self-leadership and spiritual leadership, is significantly and positively correlated with various aspects of professional development initiatives. On the other hand, service leadership shows negative correlations with these initiatives. These findings underscore the importance of holistic leadership in shaping and influencing the effectiveness of professional development initiatives within educational institutions.

**Table 20. Regression Analysis of Testing the Influence of School Heads' Holistic Leadership on Teachers' Performance in the Workplace**

**Model 1**

Predictor	Regression Coefficient	S.E.	t-value	p-value	Remarks
(Constant)	2.254	.376	5.995	<.001	Significant
Self-Leadership	.238	.061	3.873**	<.001	Significant
Spiritual Leadership	-.028	.089	-.319	.750	Not significant
Service Leadership	.098	.099	.987	.325	Not significant

*Adjusted R<sup>2</sup> = 0.074 ANOVA for Regression: F=6.195\*\*\*, p<.001*  
**Fitted Regression Model:** *Teacher Performance = 2.254 + .238(Self – leadership)*

**Note:** \*\*\*significant (p<.001) Not significant(p>.05)

**Model 2**

Predictor	Regression Coefficient	S.E.	t-value	p-value	Remarks
(Constant)	2.681	.134	19.991	<.001	Significant
Overall Measure	.099	.049	2.008	.046	Not significant

*Adjusted R<sup>2</sup> = 0.015 ANOVA for Regression: F=4.031\*\*\*, p=.046*  
**Fitted Regression Model:** *Teacher Performance = 2.681 + .099(Holistic Leadership)*

**Note:** \*\*\*significant (p<.01) Not significant (p>.05)

The adjusted R-squared value of 0.074 suggests that the model explains approximately 7.4% of the variance in teachers' performance, indicating a limited but statistically significant influence of the predictors. The ANOVA for regression, with an F-value of 6.195 (p < 0.001), indicates that the overall regression model is statistically significant. This suggests that at least one predictor variable in the model is significantly related to teachers' performance.

The fitted regression model 1 expressed as follows:

$$\hat{Y} = 2.254 + 0.238 X_1$$

Where:

$\hat{Y}$  = Teacher's Performance in the Workplace

$X_1$  = Self-Leadership

This implies that teachers' performance is positively influenced by their school head's self-leadership, with every improvement in self-leadership contributing to an enhancement in overall performance. The regression analysis emphasizes the central role of self-leadership in predicting teachers' performance in the workplace, while spiritual leadership and service leadership do not emerge as significant predictors in this context. In support to these findings, the study of Hastuti *et al.*, (2023) found that self-leadership positively and

significantly effect on teacher performance. Moreover, Akman (2021) also found a significant relationship between these variables, suggesting that teachers who demonstrate leadership skills and have a high sense of self-efficacy tend to perform better.

**Table 21. Regression Analysis of Testing the Influence of School Heads' Professional Development Initiatives on Teachers' Performance in the Workplace**

**Model 1**

Predictor	Regression Coefficient	S.E.	t-value	p-value	Remarks
(Constant)	1.175	.188	6.246	.000	Significant
Personal Growth	.125	.053	2.375	.019	Significant
Curriculum Planning and Development	.159	.057	2.779	.006	Significant
Professional Engagement	.246	.051	4.821	.000	Significant
Assessment and Reporting	.168	.049	3.418	.001	Significant

*Adjusted R<sup>2</sup> = 0.309 ANOVA for Regression: F=22.876, p<.001*  
**Fitted Regression Model:** *Teacher Performance = 1.175 + .125 (Personal Growth) + .159 (Curriculum Planning and Development) + .246 (Professional Engagement) + .168 (Assessment and Reporting)*

**Note:** \*\*\*significant (p<.001) Not significant (p>.05)

**Model 2**

Predictor	Regression Coefficient	S.E.	t-value	p-value	Remarks
(Constant)	2.139	.2139	15.523	.000	Significant
Overall Measure	.299	.299	5.948	.000	Significant

*Adjusted R<sup>2</sup> = 0.149 ANOVA for Regression: F=35.379, p<.001*  
**Fitted Regression Model:** *Teacher Performance = 2.139 + .299 \* (Professional Development Initiatives)*

**Note:** \*\*\*significant (p<.001) Not significant (p>.05)

Table 21. Presents the ANOVA for regression shows a highly significant F-value of 22.876 (p < 0.001), suggesting that at least one predictor variable in the model significantly contributes to the variation in teachers' performance.

The fitted regression model, expressed as follows:

$$\hat{Y} = 1.175 + 0.125 X_1 + 0.159 X_2 + 0.246 X_3 + 0.168 X_4$$

Where:

$\hat{Y}$  = Teacher's Performance in the Workplace

$X_1$  = Personal Growth

$X_2$  = Curriculum Planning and Development

$X_3$  = Professional Engagement

$X_4$  = Assessment and Reporting

Teacher Performance = 1.175 + .125 (Personal Growth) + .159 (Curriculum Planning and Development) + .246 (Professional Engagement) + .168 (Assessment and Reporting), provides a practical interpretation. It underscores the crucial role of professional engagement as the highest significant factor positively impacting teachers' performance in the workplace. The other predictors, including personal growth, curriculum planning and development, and assessment and reporting, also demonstrate significant individual

contributions. In line with this, the fitted regression model of the overall measure of model 2 is expressed as follows:

$$\hat{Y} = 2.139 + 0.299 X_1$$

Where:

$\hat{Y}$  = Teacher's Performance in the Workplace

$X_1$  = Professional Development Initiatives

This implies that teachers' performance is positively influenced by all the predictors specifically the professional engagement. The overall model's goodness-of-fit is assessed through the adjusted R-squared value of 0.149, indicating that 14.9% of the variability in teachers' performance is explained by the model.

## CONCLUSION

The study's findings have significant implications for educational leadership and professional development initiatives in the context of school settings. The observed consensus among respondents on the positive aspects of self-leadership and spiritual leadership displays the importance of cultivating these qualities in school heads. Educational institutions may benefit from incorporating leadership development programs that specifically focus on enhancing self-leadership skills and aligning leadership practices with spiritual or moral principles. Additionally, the identified concerns regarding service leadership practices highlight an area that requires immediate attention. School administrators should consider targeted interventions and training programs to strengthen service leadership skills, fostering a culture of service-oriented leadership that prioritizes the needs of teachers, non-teaching personnel, and students.

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