



## Instructional Leadership and Work Values as Predictors of Managerial Effectiveness among Public Elementary School Heads: Basis for a Capability-Building Framework

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### Abstract

This study examined the predictive influence of instructional leadership and work values on managerial effectiveness among public elementary school heads. The investigation was conducted to address the need for empirical evidence linking leadership behaviors and value orientations to administrative competence in the public elementary school context. The findings served as the basis for developing a structured capability-building framework aligned with professional standards for school leaders. A mixed-method research design was employed. The quantitative component utilized a descriptive–correlational approach to determine levels and relationships among instructional leadership, work values, and managerial effectiveness. The study was conducted in the Schools Division of Iloilo during School Year 2024–2025. From a total population of 920 public elementary school heads, 279 participants were selected using stratified random sampling based on Taro Yamane’s formula. Three validated researcher-made questionnaires were administered using a five-point Likert scale. Reliability testing yielded high internal consistency coefficients. Descriptive statistics, Pearson’s  $r$ , and ANOVA were used for data analysis at a 0.05 level of significance. The qualitative component involved focus group discussions with five selected school heads to support the quantitative findings. Results revealed that instructional leadership, work values, and managerial effectiveness were all rated very high. Significant differences in managerial effectiveness were observed when grouped according to levels of instructional leadership and work values. Significant positive relationships were also found among instructional leadership, work values, and managerial effectiveness, indicating that stronger leadership practices and well-established value orientations were associated with higher managerial competence. The study concluded that instructional leadership and work values were significant determinants of managerial effectiveness among public elementary school heads. It was recommended that the Department of Education institutionalize a structured capability-building program integrating instructional leadership development and values-based training. Continuous mentoring, ethics reinforcement, and managerial skills enhancement were further recommended to sustain leadership performance across school divisions.

**Keywords:** Instructional Leadership, Work Values, Managerial Effectiveness, Public Elementary School Heads, Capability-Building Framework

### 1. Introduction

#### Background of the Study

School leadership remains one of the most influential school-level factors affecting teacher performance and student outcomes. Contemporary educational reforms emphasize the role of instructional leadership in strengthening teaching quality and improving learner achievement (Hallinger, 2018; Robinson, 2019). Instructional



leadership focuses on curriculum supervision, professional development, data-informed decision-making, and fostering a culture of continuous improvement. Evidence indicates that when school leaders prioritize instructional processes, improvements in school effectiveness become more sustainable (Liu & Hallinger, 2018; Robinson, 2019).

Transformational and servant leadership approaches have been linked to enhanced teacher motivation and organizational commitment (Anderson, 2017; Eva et al., 2019). Transformational leaders inspire shared vision and professional growth, while servant leaders prioritize the development and well-being of teachers. These leadership orientations are associated with collaborative climates and improved instructional outcomes (Hallinger, 2018; Eva et al., 2019). Emotional leadership, grounded in emotional intelligence, further contributes to organizational performance through effective conflict management and relational trust (Miao et al., 2018). Meanwhile, transactional leadership emphasizes performance structures and accountability systems that maintain operational efficiency (Northouse, 2022).

Parallel to leadership style, work values serve as foundational drivers of professional conduct and managerial performance. Work values influence decision-making, ethical behavior, and commitment to institutional goals (Dose, 2017; Viinamäki, 2019). Research has shown that values such as integrity, responsibility, adaptability, and professionalism contribute to positive school climate and leadership credibility (Bogler & Nir, 2017; Skaalvik, 2020). Leaders who exhibit strong ethical standards and commitment to service foster trust and morale within school communities (Berkovich & Eyal, 2021).

Managerial effectiveness in educational leadership encompasses strategic planning, communication competence, conflict resolution, goal alignment, and resource allocation (Bush, 2020). Effective school heads balance instructional priorities with administrative responsibilities. Empirical studies suggest that leadership behaviors and value orientations significantly influence managerial outcomes (Leithwood et al., 2020; Berkovich & Eyal, 2021). However, limited studies have integrated instructional leadership styles and multidimensional work values as simultaneous predictors of managerial effectiveness in public elementary school contexts.

In the Philippine setting, the Department of Education has institutionalized the Philippine Professional Standards for School Heads (PPSSH), emphasizing leadership, management, and professional values. Yet, empirical examination of how instructional leadership and work values jointly influence managerial effectiveness remains underexplored. This gap warrants systematic investigation to inform evidence-based capability-building programs.

### **Aim of the Study**

This study aimed to examine the predictive relationship of instructional leadership styles and work values on managerial effectiveness among public elementary school heads. The findings were intended to serve as the basis for developing a capability-building framework aligned with national professional standards.

### **Research Questions**

1. What is the level of instructional leadership among public elementary school heads in terms of servant, transactional, emotional, and transformational dimensions?
2. What is the level of work values among public elementary school heads across identified value domains?
3. What is the level of managerial effectiveness in terms of leadership, communication, conflict resolution, goal setting, resource allocation, and teamwork?
4. Is there a significant relationship between instructional leadership and managerial effectiveness?
5. Is there a significant relationship between work values and managerial effectiveness?
6. Do instructional leadership and work values significantly predict managerial effectiveness?

### **Hypotheses**

- H1: Instructional leadership is significantly associated with managerial effectiveness.  
 H2: Work values are significantly associated with managerial effectiveness.  
 H3: Instructional leadership and work values jointly predict managerial effectiveness among public elementary school heads.

### Theoretical Framework

This study was anchored on established theories in educational leadership and organizational behavior that explain how instructional leadership and work values influence managerial effectiveness in schools. Instructional Leadership Theory posits that school leaders directly shape teaching and learning by setting clear academic goals, supervising instruction, and supporting teacher development (Hallinger & Murphy, 1985). Empirical evidence has shown that leadership focused on instructional improvement contributes to enhanced teacher practices and improved student outcomes (Day et al., 2016). These perspectives support the inclusion of servant, transactional, emotional, and transformational dimensions of leadership as determinants of school performance.

Transformational Leadership Theory further explains how leaders influence followers by articulating a shared vision, promoting intellectual stimulation, and providing individualized support (Bass & Riggio, 2006). In educational settings, transformational leadership has been associated with stronger teacher commitment, collaborative school cultures, and improved organizational effectiveness (Leithwood et al., 2020). Such leadership behaviors strengthen motivation and professional engagement, which are essential components of managerial competence.

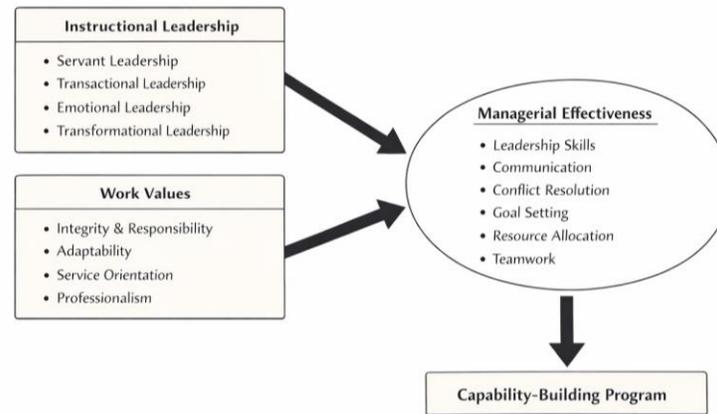
The framework also draws from theories of work values, which describe enduring beliefs about desirable work behaviors and outcomes that guide decision-making and professional conduct (Super, 1980; Schwartz, 2012). Work values such as integrity, responsibility, adaptability, and service influence how leaders prioritize tasks and uphold ethical standards. Leaders whose actions align with strong value systems demonstrate greater credibility, fairness, and organizational commitment (Ng & Sorensen, 2008). These internalized values shape leadership behavior and managerial practices within school contexts.

Managerial effectiveness was grounded in educational management theory, which defines effectiveness as the capacity to plan, organize, coordinate, and monitor institutional operations to achieve organizational goals (Hoyle et al., 2005). Effective school heads demonstrate competence in communication, resource allocation, conflict management, teamwork, and strategic goal setting. These managerial functions are influenced by both leadership behaviors and personal value orientations.

Integrating these theoretical foundations, the study posits that instructional leadership practices and work values serve as key antecedents of managerial effectiveness. Instructional leadership provides the behavioral mechanisms for guiding teaching and learning, while work values shape ethical orientation and professional conduct. Together, these constructs explain how public elementary school heads execute their administrative and instructional responsibilities toward improved school performance.

Conceptual Framework





**Figure 1. Conceptual Framework of the Study**

Figure 1 presents the conceptual model illustrating the relationships among instructional leadership, work values, managerial effectiveness, and the proposed capability-building program. Instructional leadership and work values are positioned as independent variables, while managerial effectiveness is identified as the dependent variable.

Instructional leadership is represented through four dimensions: servant, transactional, emotional, and transformational leadership. These leadership orientations reflect the behavioral approaches school heads use in guiding teachers, managing instruction, and influencing school performance. Work values are presented as multidimensional constructs, including integrity, responsibility, adaptability, service orientation, and professionalism. These values shape ethical conduct, decision-making, and professional accountability.

Both instructional leadership and work values are hypothesized to directly influence managerial effectiveness. Managerial effectiveness is operationalized through leadership skills, communication, conflict resolution, goal setting, resource allocation, and teamwork. The downward arrow from managerial effectiveness to the capability-building program indicates that the empirical findings serve as the basis for designing a structured intervention aimed at strengthening leadership practices and value alignment among public elementary school heads.

The framework therefore assumes that enhanced instructional leadership practices and strengthened work values contribute to improved managerial effectiveness, which in turn informs the development of a targeted capability-building program aligned with educational standards and organizational goals.

## 2. Review of Related Literature

Instructional leadership had been repeatedly linked with improved school functioning because it had been directed toward teaching quality, professional learning, and instructional coherence. Recent empirical work showed that principals' instructional leadership had predicted teachers' professional development and growth-oriented practices, which then supported instructional improvement at the classroom level (He et al., 2024). Evidence also indicated that instructional leadership had been associated with stronger collaborative conditions and teacher efficacy mechanisms, which were tied to school improvement processes (Cansoy, 2022). Work focused on leadership for learning had similarly emphasized that instructional leadership had influenced outcomes indirectly through teacher learning pathways and organizational routines rather than through direct leader-to-student effects (Hallinger, 2018). These findings supported a framework where instructional leadership dimensions were treated as antecedents of managerial effectiveness because managerial functions in schools had been enacted through teacher support, coordination, and performance monitoring (Hallinger, 2018; He et al., 2024).

Values and ethics had also been treated as central drivers of leadership credibility, professional conduct, and administrative competence in schools. Empirical research showed that perceived ethical leadership among school leaders had been associated with teacher commitment and professional behaviors, suggesting that values-based leadership climates had shaped workplace norms and motivation (Sabir, 2021). Work on moral purpose in school leadership had further indicated that integrity and values had been contested and negotiated in practice, yet they had remained core expectations shaping leaders' decisions and stakeholder trust (Greany, 2024). Studies examining ethical school leadership had also connected leaders' ethical conduct with teacher-related outcomes and school culture processes, reinforcing the relevance of integrity, responsibility, and professionalism as value domains with organizational consequences (Da'as, 2025). These findings supported the inclusion of work values as predictors of managerial effectiveness because planning, communication, conflict handling, and resource allocation had been influenced by ethical judgment, fairness, and professional norms embedded in leaders' value systems (Da'as, 2025; Sabir, 2021).

### 3. Methodology

This study employed a mixed-method research design integrating quantitative and qualitative approaches. The quantitative component utilized a descriptive–correlational design to determine the levels of instructional leadership, work values, and managerial effectiveness, and to examine the relationships among these variables.

The qualitative component used focus group discussions (FGDs) to validate and enrich the quantitative findings. The integration of both methods provided a comprehensive understanding of the leadership behaviors and value orientations of public elementary school heads.

The study was conducted in the Schools Division of Iloilo during the school year 2024–2025. The participants consisted of 279 public elementary school heads drawn from a total population of 920.

The sample size was determined using Taro Yamane's formula and selected through stratified random sampling across five congressional districts. For the qualitative phase, five school heads, one representative from each congressional district, participated in the focus group discussion.

Three researcher-made questionnaires were utilized. Instructional leadership was measured using a 40-item instrument covering servant, transactional, emotional, and transformational dimensions. Work values were measured through a 120-item questionnaire encompassing honesty, hard work, responsibility, integrity, adaptability, creativity, loyalty, positivity, confidence, recognition, leadership, professionalism, respect, passion, service, reliability, achievement, strong work ethic, job security, and flexibility. Managerial effectiveness was assessed using a 60-item questionnaire measuring leadership, communication, conflict resolution, goal setting, resource allocation, and teamwork.

All instruments employed a five-point Likert scale. The instruments underwent face and content validation by research panel members. Pilot testing was conducted with 30 school heads who were not part of the main study. Construct validity was examined through factor analysis, retaining items with loadings of .50 and above. Reliability analysis yielded Cronbach's alpha coefficients of .926 for instructional leadership, .971 for work values, and .957 for managerial effectiveness, indicating high internal consistency.

Quantitative data were analyzed using frequency, percentage, mean, and standard deviation to determine levels of the variables. Pearson's *r* and analysis of variance (ANOVA) were employed to examine relationships and differences among variables. The level of significance was set at 0.05. Data were processed using SPSS version 17.0. Qualitative data from the focus group discussions were thematically analyzed to support and interpret the statistical findings.



#### 4. Results and Discussion

**Table 1. Level of Instructional Leadership of Public Elementary School Heads (n = 279)**

Category	Subcategory	Mean	SD	Description
Instructional Leadership	Overall	4.46	0.25	Very High
Instructional Leadership	Servant Leadership	4.60	0.35	Very High
Instructional Leadership	Transactional Leadership	4.04	0.33	High
Instructional Leadership	Emotional Leadership	4.40	0.29	Very High
Instructional Leadership	Transformational Leadership	4.79	0.26	Very High

Scale Interpretation:

- 4.21–5.00 = Very High
- 3.41–4.20 = High
- 2.61–3.40 = Moderate
- 1.81–2.60 = Low
- 1.00–1.80 = Very Low

The findings indicate that the overall level of instructional leadership among public elementary school heads was **very high** (M = 4.46, SD = 0.25). Transformational leadership obtained the highest mean score (M = 4.79), followed by servant and emotional leadership, while transactional leadership was rated high. These results suggest that school heads demonstrated strong instructional leadership practices across dimensions

**Table 2. Level of Work Values of Public Elementary School Heads (n = 279)**

Category	Subcategory	Mean	SD	Description
Work Values	Overall	4.62	0.24	Very High
Work Values	Honesty	4.73	0.35	Very High
Work Values	Hard Work	4.47	0.36	Very High
Work Values	Responsibility	4.74	0.24	Very High
Work Values	Integrity	4.79	0.33	Very High
Work Values	Adaptability	4.82	0.35	Very High
Work Values	Creativity	4.70	0.43	Very High
Work Values	Loyalty	4.81	0.34	Very High
Work Values	Positivity	4.81	0.34	Very High
Work Values	Confidence	4.62	0.40	Very High
Work Values	Recognition	4.73	0.34	Very High
Work Values	Leadership	4.14	0.43	High
Work Values	Professionalism	4.76	0.31	Very High
Work Values	Respect	4.55	0.38	Very High
Work Values	Passion	4.73	0.38	Very High
Work Values	Service	4.73	0.24	Very High
Work Values	Reliability	4.64	0.39	Very High
Work Values	Achievement	4.41	0.51	Very High
Work Values	Strong Work Ethic	4.75	0.34	Very High
Work Values	Job Security	4.59	0.36	Very High
Work Values	Flexibility	3.98	0.40	High



Scale Interpretation:  
 4.21–5.00 = Very High  
 3.41–4.20 = High  
 2.61–3.40 = Moderate  
 1.81–2.60 = Low  
 1.00–1.80 = Very Low

The results show that the overall work values of public elementary school heads were **very high** (M = 4.62, SD = 0.24). Most value domains were rated very high, with adaptability, loyalty, and positivity among the highest. Leadership and flexibility were rated high. These findings indicate strong ethical orientation and professional commitment among school heads

**Table 3. Level of Managerial Effectiveness of Public Elementary School Heads (n = 279)**

Category	Subcategory	Mean	SD	Description
Managerial Effectiveness	Overall	4.64	0.23	Very High
Managerial Effectiveness	Leadership	4.71	0.31	Very High
Managerial Effectiveness	Communication	4.66	0.28	Very High
Managerial Effectiveness	Conflict Resolution	4.59	0.34	Very High
Managerial Effectiveness	Goal Setting	4.63	0.29	Very High
Managerial Effectiveness	Resource Allocation	4.58	0.33	Very High
Managerial Effectiveness	Teamwork	4.67	0.27	Very High

Scale Interpretation:  
 4.21–5.00 = Very High  
 3.41–4.20 = High  
 2.61–3.40 = Moderate  
 1.81–2.60 = Low  
 1.00–1.80 = Very Low

The results indicate that the overall managerial effectiveness of public elementary school heads was **very high** (M = 4.64, SD = 0.23). All subdomains were rated very high, with leadership and teamwork obtaining the highest mean scores. These findings suggest strong administrative competence and effective execution of managerial functions

**Table 4. Difference in Managerial Effectiveness Across Levels of Instructional Leadership**

Variable Compared	Statistical Test	Level of Significance	Decision	Interpretation
Instructional Leadership and Managerial Effectiveness	ANOVA	0.05	Significant	There is a significant difference

The results revealed a statistically significant difference in managerial effectiveness when grouped according to levels of instructional leadership. This indicates that variations in instructional leadership styles were associated with corresponding differences in managerial effectiveness among public elementary school heads

**Table 5. Difference in Managerial Effectiveness Across Levels of Work Values**

Variable Compared	Statistical Test	Level of Significance	Decision	Interpretation
Work Values and Managerial Effectiveness	ANOVA	0.05	Significant	There is a significant difference



The analysis revealed a statistically significant difference in managerial effectiveness when grouped according to levels of work values. This indicates that variations in the strength of work values among school heads were associated with corresponding differences in their managerial effectiveness

**Table 6. Relationship Among Instructional Leadership, Work Values, and Managerial Effectiveness**

Variables Compared	Statistical Test	Level of Significance	Decision	Interpretation
Instructional Leadership and Work Values	Pearson r	0.05	Significant	Significant relationship
Instructional Leadership and Managerial Effectiveness	Pearson r	0.05	Significant	Significant relationship
Work Values and Managerial Effectiveness	Pearson r	0.05	Significant	Significant relationship

The findings revealed statistically significant relationships among instructional leadership, work values, and managerial effectiveness. This indicates that higher levels of instructional leadership were associated with stronger work values and greater managerial effectiveness. Similarly, stronger work values were associated with higher managerial effectiveness among public elementary school heads.

**Table 7. Proposed Capability-Building Program for Public Elementary School Heads**

Program Component	Focus Area	Key Activities	Expected Outcome
Leadership Enhancement	Instructional Leadership (Servant, Transformational, Emotional, Transactional)	Workshops on instructional supervision, mentoring, leadership coaching, peer collaboration sessions	Strengthened instructional leadership competencies
Values Formation	Work Values (Integrity, Responsibility, Adaptability, Professionalism, Service)	Ethics seminars, reflective leadership sessions, value-alignment training	Reinforced ethical standards and professional conduct
Managerial Skills Development	Communication, Conflict Resolution, Goal Setting, Resource Allocation, Teamwork	Strategic planning workshops, communication skills training, conflict management simulations	Improved managerial effectiveness
Policy Alignment	DepEd Frameworks (PPSSH, Learning Continuity Plan)	Policy orientation, standards-based leadership training	Alignment with national professional standards
Continuous Support Mechanism	Monitoring and Evaluation	Coaching sessions, follow-up assessments, performance review systems	Sustained leadership improvement

The proposed capability-building program was designed based on the empirical findings showing significant relationships among instructional leadership, work values, and managerial effectiveness. The program aims to strengthen leadership behaviors, reinforce professional values, and enhance managerial competencies aligned with the Department of Education standards. The structured intervention provides a systematic approach to sustaining leadership development among public elementary school heads.

**Table 8. Summary of Major Findings**

Research Area	Overall Result	Interpretation
Instructional Leadership	Very High	School heads demonstrated strong leadership practices across servant, emotional, and transformational domains.
Work Values	Very High	School heads exhibited strong ethical standards and professional commitment.
Managerial Effectiveness	Very High	School heads showed high competence in leadership, communication, conflict resolution, goal setting, resource allocation, and teamwork.
Difference: Instructional Leadership → Managerial Effectiveness	Significant	Leadership styles influenced managerial effectiveness.
Difference: Work Values → Managerial Effectiveness	Significant	Strength of work values influenced managerial effectiveness.
Relationships Among Variables	Significant	Instructional leadership and work values were positively associated with managerial effectiveness.
Output	Capability-Building Program	Structured intervention proposed to strengthen leadership and managerial competencies.

The overall findings indicate that instructional leadership and work values were strong determinants of managerial effectiveness among public elementary school heads. The significant relationships and differences across variables supported the development of a capability-building program designed to sustain and enhance leadership competencies

**Table 9. Overall Statistical Model Summary**

Model Component	Result	Interpretation
Independent Variables	Instructional Leadership, Work Values	Core predictors examined in the study
Dependent Variable	Managerial Effectiveness	Outcome variable measured
Statistical Tests Used	Mean, SD, ANOVA, Pearson r	Descriptive and inferential analyses applied
Level of Significance	0.05	Standard alpha level used
Overall Findings	Significant Relationships and Differences	Both predictors significantly influenced managerial effectiveness
Practical Output	Capability-Building Program	Evidence-based intervention developed

The overall model confirms that instructional leadership and work values significantly influenced managerial effectiveness. The descriptive findings established high levels across constructs, while inferential tests confirmed significant differences and relationships among variables. These results validated the proposed capability-building program as a data-driven response to the empirical findings

**Table 10. Practical and Policy Implications of the Study**

Area	Key Finding	Implication
Instructional Leadership	Very high level with significant influence on managerial effectiveness	Continuous leadership training should focus on strengthening transformational and servant leadership competencies.
Work Values	Very high level with significant effect on managerial effectiveness	Ethical leadership programs should reinforce integrity, responsibility, and adaptability.
Managerial	Very high competence across	Sustained professional development is needed to

Area	Key Finding	Implication
Effectiveness	domains	maintain performance standards.
Significant Relationships	Strong positive relationships among variables	Integrated leadership and values-based training should be institutionalized.
Capability-Building Program	Developed based on empirical results	Implementation and monitoring mechanisms should be established at the division level.

The findings suggest that leadership development initiatives should not isolate managerial skills from ethical and instructional dimensions. Instead, leadership enhancement programs must integrate instructional leadership practices with value formation components. Institutional alignment with DepEd standards such as PPSSH should guide the sustainability of the proposed capability-building program

## 5. Conclusion

The findings of the study revealed that public elementary school heads demonstrated very high levels of instructional leadership, work values, and managerial effectiveness. Instructional leadership was consistently strong across servant, emotional, and transformational dimensions, indicating that school heads effectively guided teaching and learning processes. Work values were also rated very high, reflecting strong integrity, responsibility, adaptability, professionalism, and commitment to service. Managerial effectiveness likewise reached a very high level, suggesting competence in leadership, communication, conflict resolution, goal setting, resource allocation, and teamwork. Inferential analysis showed significant differences in managerial effectiveness when grouped according to levels of instructional leadership and work values. Significant relationships were also found among instructional leadership, work values, and managerial effectiveness. These results confirmed that stronger leadership practices and well-established work values contributed to higher managerial competence. Based on these findings, a structured capability-building program was developed to strengthen and sustain leadership and managerial performance in alignment with educational standards and policy frameworks.

## 6. Recommendations

Based on the conclusions of the study, it is recommended that the Department of Education institutionalize a structured capability-building program that integrates instructional leadership development and values-based leadership training. Since instructional leadership significantly influenced managerial effectiveness, regular workshops and coaching sessions focusing on transformational, servant, and emotionally responsive leadership practices should be sustained at the division level. Continuous leadership mentoring systems may be established to support school heads in refining their instructional supervision and decision-making competencies.

Given that work values were found to significantly influence managerial effectiveness, ethics-oriented professional development activities should be reinforced. Programs that strengthen integrity, responsibility, adaptability, and professionalism may be incorporated into leadership enhancement initiatives to sustain a culture of accountability and trust within schools.

To maintain the very high level of managerial effectiveness observed, school heads should engage in ongoing training related to communication, conflict management, strategic planning, and resource allocation. Periodic evaluation and monitoring mechanisms may also be implemented to ensure that leadership competencies remain aligned with educational standards and policy frameworks.

Finally, further research may be conducted in other school divisions to validate the relationships among instructional leadership, work values, and managerial effectiveness in different contexts. Additional variables may also be explored to deepen understanding of factors influencing school leadership performance

## Declarations

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### A. Credit Authorship Contribution Statement

Author: Conceptualization, Methodology, Data Analysis, Writing – Original Draft, Validation, Review & Editing.

### B. Ethical Statement

Informed consent was obtained from all participants. Data privacy compliance followed Republic Act 10173 (Data Privacy Act of 2012) and ISO/IEC 27001 standards.

### C. Declaration of Competing Interest

The author declares no competing financial interests.

### D. Data Availability Statement

Data are available upon reasonable request.

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