

SCHOOL ADMINISTRATORS' LEADERSHIP CAPACITY AND TEACHERS' MORALE OF SECONDARY SCHOOLS IN MINISTRY OF BASIC, HIGHER AND TECHNICAL EDUCATION (MBHTE) – SULU

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ABSTRACT

This study investigated the principals' leadership capacity and teachers' morale of secondary schools of MBHTE-Sulu during School Year 2021-2022. Specifically, it aimed to determine the demographic profile of teacher-respondents in terms of gender, age, civil status, length of service and educational attainment and to identify the level of principals' leadership capacity of secondary schools of MBHTE-Sulu in terms of professional development, instructional supervision, and classroom resources. The extent of teachers' morale of secondary schools of MBHTE-Sulu in terms of workplace, workload, opportunity for promotion, salary and work relationship with school principal was also determined. Further, this study ascertained if there is a significant difference in the level of principals' leadership capacity and teachers' morale when the data are classified according to their profile. Likewise, it determined if there is a significant correlation among the sub-categories subsumed under the level of principals' leadership capacity and the extent of teachers' morale of secondary schools of MBHTE-Sulu.

A descriptive-correlational research design was employed. Two hundred (200) secondary school teachers of MBHTE-Sulu who are currently teaching in different secondary schools in the 19 municipalities of the Province of Sulu during the School Year 2021-2022 served as respondents of the study. They were selected using purposive sampling. The profile of the respondents was tabulated and analyzed using frequency count and percentage. The second and third research questions were analyzed using mean and standard deviation, while the fourth and fifth research questions were analyzed using t-test for independent samples and analysis of

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variance. Moreover, the sixth research question was analyzed using Pearson Product Moment Correlation Coefficient (Pearson's r).

The findings of study revealed the following: 1) Out of 200 teacher-respondents, majority are female, within 41-59 years old, are married in status, have 11-20 of length of service, have Teacher I rank, and have only bachelor's degree; 2) Principals' leadership capacity of MBHTE-Sulu is generally rated as above average. That is, principals are perceived to have above average of their ability and competence to discharge their duties and skillful performance of their functions in accomplishment of school objectives. This ability includes the provision of professional development, instructional supervision, and classroom resources; 3) Teacher-respondents strongly agreed that elementary school teachers of MBHTE-Sulu are happy in their work environment. They are perceived to have high extent in intrinsic motivation, job satisfaction and organizational commitment, meaningfulness of the job and work pride in relation to workplace, workload, opportunity for promotion, salary, and work relationship with school principal; 4) On the average, there is no significant difference in the level of principals' leadership capacity data are categorized according to gender, position and educational attainment. But there is significant differences found in terms of age, civil status, and length of service wherein teacher-respondents within 50 years & above of age, married, and have 31 years & above of length of service have better ways in perceiving the level of principals' leadership capacity; 5) On the average, there is no significant difference in the extent of teachers' morale when data are categorized according to gender, position, and educational attainment. But there is significant difference found in terms of age, civil status, and length of service wherein teacher-respondents within 41-50 years of age, married, and have 31 years & above of length of service have better ways in perceiving the extent of teachers' morale; and 6) There is almost negligible correlation between level of principals' leadership capacity and teachers' morale of teachers at MBHTE-Sulu. That is, teachers of MBHTE-Sulu who generally perceived the level of principals' leadership capacity as "above average" most probably not the same group of teachers who perceived the extent of teachers' morale as "strongly agree" respectively.

Keywords: Leadership capacity, teachers' morale, MBHTE-Sulu

INTRODUCTION

In this age of globalization, there exists the myriad of high traffic of people, ideas, and information across the world. Academic leaders are expected to meet challenges of this age. That is, school principals must be in capacity to deal with such challenges.

The capacity of school leaders, albeit school principals to wield immense influence in both professional and administrative functions, goes a long way in accomplishment of the goal of the school organization. The stakeholders are setting higher expectations on the school principals' leadership performance. Teachers' motivation and morale toward the implementation of curricular instructions have posed more challenge in this age of technology, too.

Leadership capacity is akin to process of social influence in which one person is able to establish collective support of others in the accomplishment of a common task. Alan Keith (2022) believes that effective leader possesses clear values, and objectives as well as self-confidence, savvy, persistence and knowledge. He has the passion, empathy of a character, humor, wisdom reliability, sensitivity, creativity at work, common sense, etc.

That is, leadership is ultimately about creating a way for people to contribute to making something extraordinary happen (Keith, 2022). Similarly, an effective leadership is described to have the ability to successfully integrate and maximize available resources within the internal and external environment for the attainment of organizational or societal goals (Ken "SKC" Ogonnia in New York Essay, 2022).

Leadership capacity is the ability and manifestation of competence of leaders in discharge of his duties and skillful performance of his functions in accomplishment of school objectives. According to Lambert (2016), leadership capacity is defined as the broad-based, skillful participating in the work of leadership that leads to lasting school improvement. Lambert (2016) further explained that the work of leadership means reciprocal, purposeful learning together in community. Reciprocity is essential to solving problems and working collaboratively. Purpose suggests values, focus, and momentum. Learning is mutually creating meaning and knowledge. Community is the essential environment for experiencing reciprocal,

purposeful learning. These four ideas frame a definition of leadership in which all can see themselves reflected. It is the mirroring pool of a professional culture (Lambert, 2016).

Significant attention, study, and research have focused on leadership development, leadership behavior, and leadership skills. A current trend addresses leadership type, as researchers such as Northouse (2016) first identify a type of leadership style, then describe that style's strengths and challenges to pinpoint situations requiring differing styles of leadership or decision-making processes. Regardless of leadership style or type, it is evident that today's leader must focus on improving teacher effectiveness and student learning. Although a teacher has the single greatest impact on student achievement, a principal is primary to the effectiveness of the teacher on having a positive impact (Grissom et al., 2021 in Meyer-Looze and Vandermolen, 2021).

Moreover, leadership in concept and practice has received the attention of researchers across ages. Empirical researches have delved much on leadership styles, functions, and types of leadership and theories of leadership among others. More literature has focused on leadership in various dimensions, however not much attention has been paid to the dimensions and strength of leadership capacities. Identification of dimensions of strength of leadership capacities in discharging their duties with the purpose of encouraging better performance, meeting the challenges of the job, getting along with world trend, and subsequently the success of the school organization, desire school organization attention. School system's accomplishment of its goal seems to be dwindling over the years, based on observations of students' poor performance, students' poor attitude to learning, and general apathy of teachers to their work. It appears the roles of school leaders are becoming more cumbersome with the introduction of the new technology, inadequate resources available for the job at hand, and the need for curriculum innovation to meet the global trend. That is, the school leadership seems to be saddled with more roles and assignments to meet the challenges ahead.

This study therefore was conducted to examine leadership capacities focusing on certain salient dimensions such as professional development, instructional supervision, and classroom resources. Furthermore, the study was not only restricted to identifying the leadership capacities but also to examine the strength of principals' leadership capacities and teachers' morale.

LEVEL OF PRINCIPALS' LEADERSHIP CAPACITY OF SECONDARY SCHOOLS OF MBHTE-SULU IN EACH OF THE FOLLOWING DOMAINS: 2.1 PROFESSIONAL DEVELOPMENT; 2.2 INSTRUCTIONAL SUPERVISION; AND 2.3 CLASSROOM RESOURCES

In terms of Professional Development

Table 2.1 shows the level of principals' leadership capacity of secondary schools of MBHTE-Sulu in terms of professional development. Under this category, teacher-respondents obtained a total weighted mean score of 4.897 with standard deviation of .3082 which is rated as "Great Deal". This result indicates that teacher-respondents perceived the principals' leadership capacity as with great deal or with high extent.

Moreover, under this category, teacher-respondents rated with "Great Deal" the following items: "Mentor teachers to address their professional development needs"; "Engage teachers in curriculum development"; "Provide teachers opportunity to learn about teaching strategies for active learning"; Provide teachers opportunity to understand student-centered learning"; and "Provide teachers opportunity to develop skills and knowledge to teach different subjects".

Table 2.1 Level of principals' leadership capacity of secondary schools of MBHTE-Sulu in terms of Professional Development

	Statements	Mean	S.D.	Rating
1	Mentor teachers to address their professional development needs.	4.835	.4344	Great Deal
2	Engage teachers in curriculum development.	4.925	.3160	Great Deal
3	Provide teachers opportunity to learn about teaching strategies for active learning.	4.920	.3524	Great Deal
4	Provide teachers opportunity to understand student-centered learning.	4.920	.3524	Great Deal
5	Provide teachers opportunity to develop skills and knowledge to teach different subjects.	4.900	.3882	Great Deal
6	Provide teachers opportunity to learn classroom management strategies.	4.890	.3855	Great Deal

7	Foster professional learning community among teachers.	4.895	.3669	Great Deal
Total Weighted Mean		4.897	.3082	Great Deal

Legend: (5) 4.50-5.00=Great Deal; (4) 3.50-4.49=Quite a Bit; (3) 2.50- 3.49=Some Influence; (2) 1.50- 2.49=Little; (1) 1.00- 1.49=None

In terms of Instructional Supervision

Table 2.2 shows the level of principals' leadership capacity of secondary schools of MBHTE-Sulu in terms of instructional supervision. Under this category, teacher-respondents obtained a total weighted mean score of 4.897 with standard deviation of .3082 which is rated as "Great Deal". This result indicates that teacher-respondents perceived the principals' leadership capacity as with great deal or with high extent.

Moreover, under this category, teacher-respondents rated with "Great Deal" the following items: "Mentor teachers to address their professional development needs"; "Engage teachers in curriculum development"; "Provide teachers opportunity to learn about teaching strategies for active learning"; "Provide teachers opportunity to understand student-centered learning"; and "Provide teachers opportunity to develop skills and knowledge to teach different subjects".

Table 2.2 level of principals' leadership capacity of secondary schools of MBHTE-Sulu in terms of Professional Development

	Statements	Mean	S.D.	Rating
1	Mentor teachers about teaching methods.	4.915	.37211	Great deal
2	Mentor teachers on assessing student learning.	4.940	.2946	
3	Analyze classroom practices.	4.900	.3882	Great deal
4	Conduct teacher performance assessment.	4.880	.3691	Great deal
5	Provide teachers constructive feedback on teaching performance.	4.885	.4032	Great deal
6	Mentor teachers to use learning aids.	4.895	.3933	Great deal
7	Mentor teachers to make effective use of instructional time.	4.875	.3742	Great deal
Total Weighted Mean		4.898	.3043	Great Deal

Legend: (5) 4.50-5.00=Great Deal; (4) 3.50-4.49=Quite a Bit; (3) 2.50- 3.49=Some Influence; (2) 1.50- 2.49=Little; (1) 1.00- 1.49=None

In terms of Classroom Resources

Table 2.3 shows the level of principals' leadership capacity of secondary schools of MBHTE-Sulu in terms of classroom resources. Under this category, teacher-respondents obtained a total weighted mean score of 4.6075 with standard deviation of .38380 which is rated as "Great Deal". This result indicates that teacher-respondents perceived the principals' leadership capacity as with great deal or with high extent.

Moreover, under this category, teacher-respondents rated with "Great Deal" the following items: "Make textbooks available in time for start of school year"; "Provide teacher guides to teachers"; "Make classroom resources available"; and "Make learning aids available".

Table 2.3 Level of principals' leadership capacity of secondary schools of MBHTE-Sulu in terms of classroom resources

	Statements	Mean	S.D.	Rating
1	Make textbooks available in time for start of school year.	4.1050	.55272	Great Deal
2	Provide teacher guides to teachers.	4.7650	.45916	Great Deal
3	Make classroom resources available.	4.7900	.49713	Great Deal
4	Make learning aids available.	4.7700	.49834	Great Deal
Total Weighted Mean		4.6075	.38380	Great Deal

Legend: (5) 4.50-5.00=Great Deal; (4) 3.50-4.49=Quite a Bit; (3) 2.50- 3.49=Some Influence; (2) 1.50- 2.49=Little; (1) 1.00- 1.49=None

EXTENT OF TEACHERS' MORALE OF SECONDARY SCHOOLS OF MBHTE-SULU

In terms of Workplace

Table 3.1 shows the extent of teachers' morale of secondary schools of MBHTE-Sulu in terms of workplace. Under this category, teacher-respondents obtained a total weighted mean score

of 4.5483 with standard deviation of .33815 which is rated as “Strongly Agree”. This result indicates that teacher-respondents perceived to have very high morale in terms of workplace. Moreover, under this category, teacher-respondents rated with “Strongly Agree” the following items: “I receive appropriate recognition for my contribution”; “I am happy with my pay level for my contribution”; “My work and responsibilities are reasonable”; “My leaders are positive role models”; “I am satisfied with my job”; and “I have opportunities at work to learn and grow”.

Table 3.1 Extent of teachers’ morale of secondary schools of MBHTE-Sulu in each of the following domains Workplace

	Statements	Mean	S.D.	Rating
1	I receive appropriate recognition for my contribution.	3.6550	.87740	Agree
2	I am happy with my pay level for my contribution.	4.6200	.67668	Strongly Agree
3	My work and responsibilities are reasonable.	4.6750	.57535	Strongly Agree
4	My leaders are positive role models.	4.7050	.53798	Strongly Agree
5	I am satisfied with my job.	4.7700	.43364	Strongly Agree
6	I have opportunities at work to learn and grow.	4.8650	.34258	Strongly Agree
Total Weighted Mean		4.5483	.33815	Strongly Agree

Legend: (5) 4.50-5.00=Strongly Agree; (4) 3.50-4.49=Agree; (3) 2.50- 3.49=Undecided; (2) 1.50- 2.49=Disagree; (1) 1.00- 1.49=Strongly Disagree

In terms of Workload

Table 3.3 shows the extent of teachers’ morale of secondary schools of MBHTE-Sulu in terms of workload. Under this category, teacher-respondents obtained a total weighted mean score of 4.5483 with standard deviation of .33815 which is rated as “Strongly Agree”. This result indicates that teacher-respondents perceive to have very high morale in terms of workload. Moreover, under this category, teacher-respondents rated with “Strongly Agree” the following items: “My workload is too much and heavy”; “I avoid taking breaks as they will affect my service level”; “I am unable to give adequate time to customer within the scheduled time”; “The amount of work that I have to do interfere with the quality I want to maintain”; “I have

been given too much responsibility”; and “I am forced to take other areas calls when my area is not busy”.

Table 3.2 Extent of teachers’ morale of secondary schools of MBHTE-Sulu in each of the following domains Workload

	Statements	Mean	S.D.	Rating
1	My workload is too much and heavy.	3.6550	.87740	Agree
2	I avoid taking breaks as they will affect my service level.	4.6200	.67668	Strongly Agree
3	I am unable to give adequate time to customer within the scheduled time.	4.6750	.57535	Strongly Agree
4	The amount of work that I have to do interfere with the quality I want to maintain.	4.7050	.53798	Strongly Agree
5	I have been given too much responsibility.	4.7700	.43364	Strongly Agree
6	I am forced to take other areas calls when my area is not busy.	4.8650	.34258	Strongly Agree
Total Weighted Mean		4.5483	.33815	Strongly Agree

Legend: (5) 4.50-5.00=Strongly Agree; (4) 3.50-4.49=Agree; (3) 2.50- 3.49=Undecided; (2) 1.50- 2.49=Disagree; (1) 1.00- 1.49=Strongly Disagree

In terms of Opportunity for Promotion

Table 3.3 shows the extent of teachers’ morale of secondary schools of MBHTE-Sulu in terms of opportunity for promotion. Under this category, teacher-respondents obtained a total weighted mean score of 3.9650 with standard deviation of 1.0532 which is rated as “Strongly Agree”. This result indicates that teacher-respondents perceived to have very high morale in terms of opportunity for promotion.

Moreover, under this category, teacher-respondents rated with “Strongly Agree”, the following items: “There is too little chance for promotion on my job”; “Those that do well on the job stand a fair chance of being promoted”; and “I am satisfied with my chances for promotions”.

Table 3.3 Extent of teachers' morale of secondary schools of MBHTE-Sulu in terms of opportunity for promotion

Statements		Mean	S.D.	Rating
1	There is too little chance for promotion on my job.	3.3300	.88033	Agree
2	Those that do well on the job stand a fair chance of being promoted.	4.2950	2.8895	Agree
3	I am satisfied with my chances for promotions.	4.2700	.48815	Agree
Total Weighted Mean		3.9650	1.0532	Agree

Legend: (5) 4.50-5.00=Strongly Agree; (4) 3.50-4.49=Agree; (3) 2.50- 3.49=Undecided; (2) 1.50- 2.49=Disagree; (1) 1.00- 1.49=Strongly Disagree

In terms of Salary

Table 3.5 shows the extent of teachers' morale of secondary schools of MBHTE-Sulu in terms of salary. Under this category, teacher-respondents obtained a total weighted mean score of 4.3900 with standard deviation of .616283 which is rated as "Strongly Agree". This result indicates that teacher-respondents perceived to have very high morale in terms of salary.

Moreover, under this category, teacher-respondents rated with "Strongly Agree" the following items: "I am satisfied with my current salary"; "I have been paid a fair amount for the work that I do"; "I feel satisfied with chances for salary increases"; "I feel my pay is market related compared to other institutions"; and "I feel my efforts are rewarded the way they should be".

Table 3.4 Extent of teachers' morale of secondary schools of MBHTE-Sulu in terms of salary

Statements		Mean	S.D.	Rating
1	I am satisfied with my current salary.	4.2750	.45872	Agree
2	I have been paid a fair amount for the work that I do.	4.2800	.46115	Agree
3	I feel satisfied with chances for salary increases.	4.3500	.56489	Agree
4	I feel my pay is market related compared to other institutions.	3.3300	.88033	Agree
5	I feel my efforts are rewarded the way they should be.	4.3525	.56425	Agree
Total Weighted Mean		4.3900	.61628	Agree

Legend: (5) 4.50-5.00=Strongly Agree; (4) 3.50-4.49=Agree; (3) 2.50- 3.49=Undecided; (2) 1.50- 2.49=Disagree; (1) 1.00- 1.49=Strongly Disagree

In terms of Work Relationship with the Principal

Table 3.5 shows the extent of teachers' morale of secondary schools of MBHTE-Sulu in terms of work relationship with the principal. Under this category, teacher-respondents obtained a total weighted mean score of 4.1950 with standard deviation of .47761 which is rated as "Strongly Agree". This result indicates that teacher-respondents perceived to have very high morale in terms of salary.

Moreover, under this category, teacher-respondents rated with "Strongly Agree" the following items: "I am comfortable voicing my concerns to my principal"; "My principal behaves professionally all the time"; "I am comfortable voicing my concerns to my principal"; "My principal behaves professionally all the time"; "My principal makes reasonable decisions all the time"; "My principal consistently does reward me for good work"; "My principal's expectation is realistic"; "I am satisfied with my principal"; "My principal makes reasonable decisions all the time"; and "My principal consistently does reward me for good work"; "My principal's expectation is realistic"; and "I am satisfied with my principal".

Table 3.5 Extent of teachers' morale of secondary schools of MBHTE-Sulu in terms of work relationship with the principal

	Statements	Mean	S.D.	Rating
1	I am comfortable voicing my concerns to my principal.	4.2950	.48905	Agree
2	My principal behaves professionally all the time.	4.3180	.34332	Agree
3	My principal makes reasonable decisions all the time.	4.2550	.43695	Agree
4	My principal consistently does reward me for good work.	4.2200	.41529	Agree
5	My principal's expectation is realistic.	4.2100	.40833	Agree
6	I am satisfied with my principal.	4.1800	.38515	Agree
Total Weighted Mean		4.1950	.47761	Agree

Legend: (5) 4.50-5.00=Strongly Agree; (4) 3.50-4.49=Agree; (3) 2.50- 3.49=Undecided; (2) 1.50- 2.49=Disagree; (1) 1.00- 1.49=Strongly Disagree

SIGNIFICANT DIFFERENCE IN THE LEVEL OF PRINCIPALS' LEADERSHIP CAPACITY OF SECONDARY SCHOOLS OF MBHTE-SULU

According to Gender

Table 4.1 depicts the difference in the level of principals' leadership capacity of secondary schools of MBHTE-Sulu when data are classified according to gender. It can be gleaned from this table that the mean differences, t-values, and probability-values of all sub-categories subsumed under the extent of factors affecting quality education are indeed significant at alpha .05. This means that, generally, male and female teacher-respondents in this study do not differ in their perceptions toward the extent of level of principals' leadership capacity. This result implies that being a male teacher-respondent may not probably make him better perceiver toward the extent of factors affecting quality education than his female counterparts, or vice versa.

Moreover, it can be inferred further that teachers of MBHTE-Sulu though they vary in gender, yet they do not in ways of perceiving the extent of level of principals' leadership capacity. That is, teachers of MBTHE perceived in similar ways how ability and manifestation of competence of principal in discharge of his duties and skillful performance of his functions in accomplishment of school objectives. This ability includes the provision of professional development, instructional supervision, and classroom resources.

Hence, it is safe to say that variable gender has no significant influence in ways how teachers of MBHTE-Sulu perceived the extent of principals' leadership capacity. Therefore, the hypothesis which states that "There is no significant difference in the extent of principals' leadership capacity among teachers of MBHTE-Sulu when data are classified according to gender" is accepted.

Table 4.1 Differences in the level of principals' leadership capacity of secondary schools of MBHTE-Sulu when data are classified according to gender

VARIABLES		Mean	S. D.	Mean Difference	T	Sig.	Description
Grouping							
Professional Development	Male	.2749	.04716	-.02315	-.397	.692	Not Significant
	Female	.3161	.02461				

Instructional Supervision	Male	.2474	.04243	-.04428	-.770	.442	Not Significant
	Female	.3157	.02458				
Classroom Resources	Male	.3229	.05538	.08405	1.161	.247	Not Significant
	Female	.3955	.03079				

*Significant at alpha 0.05

According to Age

Table 4.2 depicts the difference in the level of principals' leadership capacity of secondary schools of MBHTE-Sulu when data are classified according to age. It can be gleaned from this table that the f-values and probability-values of all sub-categories subsumed under the extent of principals' leadership capacity are indeed significant at alpha .05. This means that, the fact that teacher-respondents vary in age range, in this study they indeed differ in their perceptions toward the extent of level of principals' leadership capacity. This result implies that a teacher-respondents whose age within the range of 51 years old & above may probably make him/her better perceiver toward the extent of principals' leadership capacity than other teacher-respondents whose age within 30 years old & below, 31-40 years old, and 41-50 years old, or vice versa.

Moreover, it can be inferred further that teachers of MBHTE-Sulu though they vary in gender, yet they indeed differ in ways of perceiving the level of principals' leadership capacity. That is, teachers of MBTHE perceived in different ways how ability and manifestation of competence of principal in discharge of his duties and skillful performance of his functions in accomplishment of school objectives. This ability includes the provision of professional development, instructional supervision, and classroom resources.

Hence, it is safe to say that variable age has indeed significant influence in ways how teachers of BMHTE-Sulu perceived the extent of principals' leadership capacity. Therefore, the hypothesis which states that "There is no significant difference in the extent of principals"; leadership capacity among teachers of MBHTE-Sulu when data are classified according to age" is rejected.

Table 4.2 Differences in the level of principals' leadership capacity of secondary schools of MBHTE-Sulu when data are classified according to age

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Professional Development	Between	2.135	3	.712	8.312	.000	Significant
	Within Groups	16.779	196	.086			
	Total	18.913	199				
Instructional Supervision	Between	1.812	3	.604	7.121	.000	Significant
	Within Groups	16.621	196	.085			
	Total	18.432	199				
Classroom Resources	Between	2.001	3	.667	4.788	.003	Significant
	Within Groups	27.312	196	.139			
	Total	29.314	199				

According to Civil Status

Table 4.3 depicts the difference in the level of principals' leadership capacity of secondary schools of MBHTE-Sulu when data are classified according to civil status. It can be gleaned from this table that the f-values and probability-values of all sub-categories subsumed under the extent of principals' leadership capacity are indeed significant at alpha .05. This means that, the fact that teacher-respondents vary in marital status, in this study they indeed differ in their perceptions toward the extent of level of principals' leadership capacity. This result implies that a teacher-respondent who is married may probably make him/her better perceiver toward the extent of principals' leadership capacity than other teacher-respondents who are single, separated, and widowed, or vice versa.

Moreover, it can be inferred further that teachers of MBHTE-Sulu though they vary in civil status, yet they indeed differ in ways of perceiving the level of principals' leadership capacity. That is, teachers of MBHTE perceived in different ways how ability and manifestation of competence of principal in discharge of his duties and skillful performance of his functions in accomplishment of school objectives. This ability includes the provision of professional development, instructional supervision, and classroom resources.

Hence, it is safe to say that variable civil status has indeed significant influence in ways how teachers of MBHTE-Sulu perceived the extent of principals' leadership capacity. Therefore, the hypothesis which states that "There is no significant difference in the extent of principals";

“Leadership capacity among teachers of MBHTE-Sulu when data are classified according to civil status” is rejected.

Table 4.3 Differences in the level of principals’ leadership capacity of secondary schools of MBHTE-Sulu when data are classified according to civil status

Sources of Variation		Sum of Squares	df	Mean Square	F	Sig.	Description
Professional Development	Between	2.458	3	.819	9.760	.00	Significant
	Within Groups	16.455	196	.084			
	Total	18.913	199				
Instructional Supervision	Between	2.550	3	.850	10.491	.00	Significant
	Within Groups	15.882	196	.081			
	Total	18.432	199				
Classroom Resources	Between	1.086	3	.362	2.512	.06	Significant
	Within Groups	28.228	196	.144			
	Total	29.314	199				

According to Length of Service

Table 4.4 depicts the difference in the level of principals’ leadership capacity of secondary schools of MBHTE-Sulu when data are classified according to length of service. It can be gleaned from this table that, except for “classroom resource” the f-values and probability-values of all other sub-categories subsumed under the extent of principals’ leadership capacity are indeed significant at alpha .05. This means that, the fact that teacher-respondents vary in length of service, in this study they indeed differ in their perceptions toward the extent of level of principals’ leadership capacity. This result implies that a teacher-respondent who has been in service for 31 years & above may probably make him/her better perceiver toward the extent of principals’ leadership capacity than other teacher-respondents who have been in service for 10 years & below, 11-20 years, and 21-30 years, or vice versa.

Moreover, it can be inferred further that teachers of MBHTE-Sulu though they vary in length, yet they indeed differ in ways of perceiving the level of principals’ leadership capacity. That is, teachers of MBTHE perceived in different ways how ability and manifestation of competence of principal in discharge of his duties and skillful performance of his functions in accomplishment of school objectives. This ability includes the provision of professional development, instructional supervision, and classroom resources.

Hence, it is safe to say that variable length of service has indeed significant influence in ways how teachers of MBHTE-Sulu perceived the extent of principals' leadership capacity. Therefore, the hypothesis which states that "There is no significant difference in the extent of principals' leadership capacity among teachers of MBHTE-Sulu when data are classified according to length of service" is rejected.

Table 4.4 Differences in the level of principals' leadership capacity of secondary schools of MBHTE-Sulu when data are classified according to length of service

Sources of Variation		Sum of Squares	df	Mean Square	F	Sig.	Description
Professional Development	Between	1.639	3	.546	6.201	.000	Significant
	Within Groups	17.274	196	.088			
	Total	18.913	199				
Instructional Supervision	Between	2.202	3	.734	8.863	.000	Significant
	Within Groups	16.230	196	.083			
	Total	18.432	199				
Classroom Resources	Between	.307	3	.102	.691	.558	Not Significant
	Within Groups	29.007	196	.148			
	Total	29.314	199				

According to Position

Table 4.5 depicts the difference in the level of principals' leadership capacity of secondary schools of MBHTE-Sulu when data are classified according to position. It can be gleaned from this table that the f-values and probability-values of all sub-categories subsumed under the extent of principals' leadership capacity are not significant at alpha .05. This means that, although teacher-respondents vary in position, in this study they do not in their perceptions toward the extent of level of principals' leadership capacity. This result implies that a teacher-respondent who has Teacher III position may not probably make him/her better perceiver toward the extent of principals' leadership capacity than other teacher-respondents who have Teacher I and Teacher II, or vice versa.

Moreover, it can be inferred further that teachers of MBHTE-Sulu though they vary in length, yet do not differ in ways of perceiving the level of principals' leadership capacity. That is, teachers of MBTHE perceived in similar ways how ability and manifestation of competence of principal in discharge of his duties and skillful performance of his functions in accomplishment

of school objectives. This ability includes the provision of professional development, instructional supervision, and classroom resources.

Hence, it is safe to say that variable position has no significant influence in ways how teachers of MBHTE-Sulu perceived the extent of principals' leadership capacity. Therefore, the hypothesis which states that "There is no significant difference in the extent of principals' leadership capacity among teachers of MBHTE-Sulu when data are classified according to position" is accepted.

Table 4.5 Differences in the level of principals' leadership capacity of secondary schools of MBHTE-Sulu when data are classified according to position

Sources of Variation		Sum of Squares	df	Mean Square	F	Sig .	Description
Professional Development	Between	.137	2	.068	.718	.48	Not Significant
	Within Groups	18.777	197	.095			
	Total	18.913	199				
Instructional Supervision	Between	.033	2	.017	.177	.83	Not Significant
	Within Groups	18.399	197	.093			
	Total	18.432	199				
Classroom Resources	Between	.416	2	.208	1.416	.24	Not Significant
	Within Groups	28.898	197	.147			
	Total	29.314	199				

According to Educational Attainment

Table 4.6 depicts the difference in the level of principals' leadership capacity of secondary schools of MBHTE-Sulu when data are classified according to educational attainment. It can be gleaned from this table that, except for "Instructional Supervision" the f-values and probability-values of all sub-categories subsumed under the extent of principals' leadership capacity are not significant at alpha .05. This means that, although teacher-respondents vary in educational attainment, in this study they do not in their perceptions toward the extent of level of principals' leadership capacity. This result implies that a teacher-respondent who has doctorate degree may not probably make him/her better perceiver toward the extent of principals' leadership capacity than other teacher-respondents who have bachelor's degree, bachelor's degree with MA units, master's degree, and master's degree with doctoral units, or vice versa.

Moreover, it can be inferred further that teachers of MBHTE-Sulu though they vary in educational attainment, yet do not differ in ways of perceiving the level of principals' leadership capacity. That is, teachers of MBHTE perceived in similar ways how ability and manifestation of competence of principal in discharge of his duties and skillful performance of his functions in accomplishment of school objectives. This ability includes the provision of professional development, instructional supervision, and classroom resources.

Hence, it is safe to say that variable educational attainment has no significant influence in ways how teachers of MBHTE-Sulu perceived the extent of principals' leadership capacity. Therefore, the hypothesis which states that "There is no significant difference in the extent of principals' leadership capacity among teachers of MBHTE-Sulu when data are classified according to educational attainment" is accepted.

Table 4.6 Differences in the level of principals' leadership capacity of secondary schools of MBHTE-Sulu when data are classified according to educational attainment

Sources of Variation		Sum of Squares	Df	Mean Square	F	Sig.	Description
Professional Development	Between	.426	2	.213	2.268	.106	Not Significant
	Within Groups	18.488	197	.094			
	Total	18.913	199				
Instructional Supervision	Between	.553	2	.277	3.049	.050	Significant
	Within Groups	17.879	197	.091			
	Total	18.432	199				
Classroom Resources	Between	.201	2	.101	.681	.508	Not Significant
	Within Groups	29.113	197	.148			
	Total	29.314	199				

SIGNIFICANT DIFFERENCE IN THE EXTENT OF TEACHERS' MORALE OF SECONDARY SCHOOLS OF MBHTE-SULU WHEN DATA ARE CLASSIFIED ACCORDING TO: 5.1 GENDER; 5.2 AGE; 5.3 CIVIL STATUS; 5.4 LENGTH OF SERVICE; AND 5.5 EDUCATIONAL ATTAINMENT

According to Gender

Table 5.1 depicts the difference in the extent of teachers' morale of secondary schools of MBHTE-Sulu when the data are classified according to gender. It can be gleaned from this table that, except for "Workload" the mean differences, t-values, and probability-values of all other sub-categories subsumed under the extent of factors teachers' morale are not significant at alpha .05. This means that, generally, male and female teacher-respondents in this study do not differ in their perceptions toward the extent of teachers' morale. This result implies that being a male teacher-respondent may not probably make him better perceiver toward the extent of teachers' morale his female counterparts, or vice versa.

Moreover, it can be inferred further that teachers of MBHTE-Sulu though they vary in gender, yet they do not differ in ways of perceiving the extent of teachers' morale. That is, teachers of MBHTE perceived in similar ways the extent in which a secondary school teacher is happy in his or her work environment. Teacher morale includes constructs such as intrinsic motivation, job satisfaction and organizational commitment, meaningfulness of the job and work pride in relation to workplace, workload, opportunity for promotion, salary, and work relationship with school principal.

Hence, it is safe to say that variable gender has no significant influence in ways how teachers of MBHTE-Sulu perceived the extent of teachers' morale. Therefore, the hypothesis which states that "There is no significant difference in the extent of teachers' morale of secondary schools of MBHTE-Sulu when data are classified according to" is accepted.

Table 5.1 Differences in the extent of teachers' morale of secondary schools of MBHTE-Sulu when data are classified according to gender

VARIABLES	Grouping	Mean	S. D.	Mean Difference	<i>t</i>	Sig.	Description
Workplace	Male	4.4559	.37450	-.11078	-1.745	.083	Not Significant
	Female	4.5667	.32914				
Workload	Male	3.6667	.90360	-1.7243	-2.970	.003	Significant
	Female	3.9778	.45515				
Opportunity for promotion	Male	3.8922	.59584	-.31111	-2.779	.653	Not Significant
	Female	3.9818	1.1281				
Salary	Male	4.3529	.77391	-.08966	-.450	.687	Not Significant
	Female	4.4000	.58226				
Work relationship with school	Male	4.2647	.61835	-.04706	.919	.359	Not Significant
	Female	4.1818	.44547				

*Significant at alpha 0.05

According to Age

Table 5.2 depicts the difference in the extent of teachers' morale of secondary schools of MBHTE-Sulu when data are classified according to age. It can be gleaned from this table that, except for "Workplace" and "Opportunity for Promotion" the f-values and probability-values of all other sub-categories subsumed under the extent of teachers' morale are indeed significant at alpha .05. This means that, the fact that teacher-respondents vary in age range, in this study they indeed differ in their perceptions toward the extent of teachers' morale. This result implies that a teacher-respondent whose age within the range of 51 years old & above may probably make him/her better perceiver toward the extent of teachers' morale than other teacher-respondents whose age within 30 years old & below, 31-40 years old, and 41-50 years old, or vice versa.

Moreover, it can be inferred further that teachers of MBHTE-Sulu though they vary in gender, yet they indeed differ in ways of perceiving the extent of teachers' morale. That is, teachers of MBHTE perceived in similar ways the extent in which an elementary school teacher is happy

in his or her work environment. Teacher morale includes constructs such as intrinsic motivation, job satisfaction and organizational commitment, meaningfulness of the job and work pride in relation to workplace, workload, opportunity for promotion, salary, and work relationship with school principal.

Hence, it is safe to say that variable age has indeed significant influence in ways how teachers of MBHTE-Sulu perceived the extent of teachers' morale. Therefore, the hypothesis which states that "There is no significant difference in the extent of teachers' morale among teachers of MBHTE-Sulu when data are classified according to age" is rejected.

Table 5.2 Differences in the extent of teachers' morale of secondary schools of MBHTE-Sulu when data are classified according to age

Sources of Variation		Sum of Squares	df	Mean Square	F	Sig .	Description
Workplace	Between	.488	3	.163	1.433	.23	Not Significant
	Within Groups	22.267	196	.114			
	Total	22.755	199				
Workload	Between	6.714	3	2.238	7.683*	.00	Significant
	Within Groups	57.099	196	.291			
	Total	63.813	199				
Opportunity for promotion	Between	1.402	3	.467	.418	.74	Not Significant
	Within Groups	219.353	196	1.119			
	Total	220.755	199				
Salary	Between	11.864	3	3.955	12.166	.00	Significant
	Within Groups	63.716	196	.325			
	Total	75.580	199				
Work relationship with school	Between	5.696	3	1.899	9.375*	.00	Significant
	Within Groups	39.699	196	.203			
	Total	45.395	199				

According to Civil Status

Table 5.3 depicts the difference in the extent of teachers' morale of secondary schools of MBHTE-Sulu when data are classified according to civil status. It can be gleaned from this table that, except for "Opportunity for Promotion" the f-values and Probability-values of all sub-categories subsumed under the extent of teachers' morale are indeed significant at alpha .05. This means that, the fact that teacher-respondents vary in marital status, in this study they

indeed differ in their perceptions toward the extent of teachers' morale. This result implies that a teacher-respondent who is married may probably make him/her better perceiver toward the extent of teachers' morale than other teacher-respondents who are single, separated, and widowed, or vice versa.

Moreover, it can be inferred further that teachers of MBHTE-Sulu though they vary in civil status, yet they indeed differ in ways of perceiving the extent of teachers' morale. That is, teachers of MBTHE perceived in similar ways the extent in which a secondary school teacher is happy in his or her work environment. Teacher morale includes constructs such as intrinsic motivation, job satisfaction and organizational commitment, meaningfulness of the job and work pride in relation to workplace, workload, opportunity for promotion, salary, and work relationship with school principal.

Hence, it is safe to say that variable civil status has indeed significant influence in ways how teachers of MBHTE-Sulu perceive the extent of teachers' morale. Therefore, the hypothesis which states that "There is no significant difference in the extent of teachers' morale among teachers of MBHTE-Sulu when data are classified according to civil status" is rejected.

Table 4.3 Differences in the extent of teachers' morale of secondary schools of MBHTE-Sulu when data are classified according to civil status

Sources of Variation		Sum of Squares	df	Mean Square	F	Sig	Description
Workplace	Between	1.171	3	.390	3.544*	.01	Significant
	Within Groups	21.584	196	.110			
	Total	22.755	199				
Workload	Between	6.328	3	2.109	7.192*	.00	Significant
	Within Groups	57.486	196	.293			
	Total	63.813	199				
Opportunity for promotion	Between	.117	3	.039	.035	.99	Not Significant
	Within Groups	220.638	196	1.126			
	Total	220.755	199				
Salary	Between	3.227	3	1.076	2.914*	.03	Significant
	Within Groups	72.353	196	.369			
	Total	75.580	199				
Work relationship with school	Between	5.937	3	1.979	9.830*	.00	Significant
	Within Groups	39.458	196	.201			
	Total	45.395	199				

According to Length of Service

Table 5.4 depicts the difference in the extent of teachers' morale of secondary schools of MBHTE-Sulu when data are classified according to length of service. It can be gleaned from this table that, except for "Opportunity for Promotion" the f-values and Probability-values of all other sub-categories subsumed under the extent of teachers' morale are indeed significant at alpha .05. This means that, the fact that teacher-respondents vary in length of service, in this study they indeed differ in their perceptions toward the extent of teachers' morale. This result implies that a teacher-respondent who has been in service for 31 years & above may probably make him/her better perceiver toward the extent of teachers' morale than other teacher-respondents who have been in service for 10 years & below, 11-20 years, and 21-30 years, or vice versa.

Moreover, it can be inferred further that teachers of MBHTE-Sulu though they vary in length, yet they indeed differ in ways of perceiving the extent of teachers' morale.

That is, teachers of MBHTE perceived in similar ways the extent in which a secondary school teacher is happy in his or her work environment. Teacher morale includes constructs such as intrinsic motivation, job satisfaction and organizational commitment, meaningfulness of the job and work pride in relation to workplace, workload, opportunity for promotion, salary, and work relationship with school principal.

Hence, it is safe to say that variable length of service has indeed significant influence in ways how teachers of MBHTE-Sulu perceive the extent of teachers' morale. Therefore, the hypothesis which states that "There is no significant difference in the extent of teachers' morale among teachers of MBHTE-Sulu when data are classified according to length of service" is rejected.

Table 5.4 Differences in the level of extent of teachers' morale of secondary schools of MBHTE-Sulu when data are classified according to length of service

Sources of Variation		Sum of Squares	df	Mean Square	F	Sig .	Description
Workplace	Between	.981	3	.327	2.943*	.03	Significant
	Within Groups	21.774	196	.111			
	Total	22.755	199				
	Between	11.787	3	3.929	14.802	.00	Significant

Workload	Within Groups	52.026	196	.265			
	Total	63.813	199				
Opportunity for promotion	Between	2.908	3	.969	.872	.45	Not Significant
	Within Groups	217.847	196	1.111			
	Total	220.755	199				
Salary	Between	9.591	3	3.197	9.495*	.00	Significant
	Within Groups	65.989	196	.337			
	Total	75.580	199				
Work relationship with school	Between	8.489	3	2.830	15.027	.00	Significant
	Within Groups	36.906	196	.188			
	Total	45.395	199				

According to Position

Table 5.5 depicts the difference in the extent of teachers' morale of secondary schools of MBHTE-Sulu when the data are classified according to position. It can be gleaned from this table that the f-values and probability-values of all sub-categories subsumed under the extent of teachers' morale are not significant at alpha .05. This means that, although teacher-respondents vary in position, in this study they do not in their perceptions toward the extent of teachers' morale. This result implies that a teacher-respondent who has Teacher III position may not probably make him/her better perceiver toward the extent of teachers' morale than other teacher-respondents who have Teacher I and Teacher II, or vice versa.

Moreover, it can be inferred further that teachers of MBHTE-Sulu though they vary in position, yet do not differ in ways of perceiving the extent of teachers' morale.

That is, teachers of MBHTE perceived in similar ways the extent in which a secondary school teacher is happy in his or her work environment. Teacher morale includes constructs such as intrinsic motivation, job satisfaction and organizational commitment, meaningfulness of the job and work pride in relation to workplace, workload, and opportunity for promotion, salary, and work relationship with school principal.

Hence, it is safe to say that variable position has no significant influence in ways how teachers of MBHTE-Sulu perceived the extent of teachers' morale. Therefore, the hypothesis which states that "There is no significant difference in the extent of teachers' morale among teachers of MBHTE-Sulu when data are classified according to position" is accepted.

Table 4.5 Differences in the extent of teachers' morale of secondary schools of MBHTE-Sulu when data are classified according to position

Sources of Variation		Sum of Squares	df	Mean Square	F	Sig	Description
Workplace	Between	.127	2	.063	.552	.57	Not Significant
	Within Groups	22.628	197	.115			
	Total	22.755	199				
Workload	Between	.378	2	.189	.586	.55	Not Significant
	Within Groups	63.436	197	.322			
	Total	63.813	199				
Opportunity for promotion	Between	.045	2	.022	.020	.98	Not Significant
	Within Groups	220.710	197	1.120			
	Total	220.755	199				
Salary	Between	.707	2	.354	.931	.39	Not Significant
	Within Groups	74.873	197	.380			
	Total	75.580	199				
Work relationship with school	Between	.069	2	.034	.149	.86	Not Significant
	Within Groups	45.326	197	.230			
	Total	45.395	199				

According to Educational Attainment

Table 5.6 depicts the difference in the extent of teachers' morale of secondary schools of MBHTE-Sulu when data are classified according to educational attainment. It can be gleaned from this table that, except for "Workplace" the f-values and probability-values of all sub-categories subsumed under the extent of teachers' morale are not significant at alpha .05. This means that, although teacher-respondents vary in educational attainment, in this study they do not in their perceptions toward the extent of extent of teachers' morale. This result implies that a teacher-respondent who has doctorate degree may not probably make him/her better perceiver toward the extent of teachers' morale than other teacher-respondents who have bachelor's degree, bachelor's degree with MA units, master's degree, and master's degree with doctoral units, or vice versa.

Moreover, it can be inferred further that teachers of MBHTE-Sulu though they vary in educational attainment, yet do not differ in ways of perceiving the extent of teachers' morale. That is, teachers of MBTHE perceived in similar ways the extent in which a secondary school teacher is happy in his or her work environment. Teacher morale includes constructs such as

intrinsic motivation, job satisfaction and organizational commitment, meaningfulness of the job and work pride in relation to workplace, workload, opportunity for promotion, salary, and work relationship with school principal.

Hence, it is safe to say that variable educational attainment has no significant influence in ways how teachers of MBHTE-Sulu perceive the extent of teachers' morale. Therefore, the hypothesis which states that "There is no significant difference in the extent of teachers' morale among teachers of MBHTE-Sulu when data are classified according to educational attainment" is accepted.

Table 4.6 Differences in the extent of teachers' morale of elementary schools of MBHTE-Sulu when data are classified according to educational attainment

Sources of Variation		Sum of Squares	df	Mean Square	F	Sig	Description
Workplace	Between	.859	2	.430	3.865*	.02	Significant
	Within Groups	21.896	197	.111			
	Total	22.755	199				
Workload	Between	.744	2	.372	1.162	.31	Not Significant
	Within Groups	63.070	197	.320			
	Total	63.813	199				
Opportunity for promotion	Between	.001	2	.001	.001	.99	Not Significant
	Within Groups	220.754	197	1.121			
	Total	220.755	199				
Salary	Between	.011	2	.005	.014	.98	Not Significant
	Within Groups	75.569	197	.384			
	Total	75.580	199				
Work relationship with school	Between	.824	2	.412	1.820	.16	Not Significant
	Within Groups	44.571	197	.226			
	Total	45.395	199				

SIGNIFICANT CORRELATION AMONG THE SUB-CATEGORIES SUBSUMED UNDER THE LEVEL OF PRINCIPALS' LEADERSHIP CAPACITY AND THE EXTENT OF TEACHERS' MORALE OF SECONDARY SCHOOLS OF MBHTE-SULU

Table 6 illustrates the correlation among the sub-categories subsumed under the level of principals' leadership capacity and the extent of teachers' morale of secondary schools of MBHTE-Sulu.

Specifically, the degree of correlations correlation between level of principals' leadership capacity and the extent of teachers' morale of secondary schools of MBHTE-Sulu is as follows:

1) Nearly Zero negative correlation between principals' leadership capacity and the extent of teachers' morale.

This result indicates that the teachers of MBHTE-Sulu who generally perceived the level of principals' leadership capacity as "Above Average" most probably not the same group of teachers who perceived the extent of teachers' morale as "Strongly Agree", respectively.

Meanwhile, it is safe to say that, generally the extent of teachers' perceptions on level of principals' leadership capacity and the extent of teachers' morale of secondary schools of MBHTE-Sulu is nearly zero or not correlated.

Therefore, the hypothesis which states that, "There is no significant correlation among the sub-categories subsumed under the level of principals' leadership capacity and the extent of teachers' morale of secondary schools of MBHTE-Sulu" is accepted.

Table 6. Correlation between level of principals' leadership capacity and the extent of teachers' morale

Variables		Pearson <i>r</i>	Sig	N	Description
Dependent	Independent				
Factors Affecting Quality Education	Effectiveness of Teaching Strategies	-.026**	.720	200	Nearly Zero

*Correlation Coefficient is significant at alpha .05

Correlation Coefficient Scales Adopted from Hopkins, Will (2002):

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*0.0-0.1=Nearly Zero; 0.1-0.30=Low; .3-0.5 0=Moderate; .5-0.7-0=High; .7-0.9= Very High;
0.9-1=Nearly Perfect*

CONCLUSION

This study concludes that there is sufficient representation of teachers of MBHTE-Sulu in terms of gender, age, civil status, length of service, position, and educational attainment. On the average, principals of MBHTE-Sulu have above average of leadership capacity and teachers of MBHTE-Sulu have high teaching morale. Generally, teachers of MBHTE-Sulu do differ in ways of perceiving the level of principals' leadership capacity and the extent of teachers' morale. Moreover, principals' leadership capacity is not correlated with teachers' morale in this study.

This study tends to support Sindhvad (2009) Model of Principals' Leadership Capacity and Miselela (2018) Employee Morale Model which asserts that principals' leadership capacity consists of professional development, instructional supervision, and classroom resources while employee morale involves workplace, workload, opportunity for promotion, salary, and work relationship with school principal.

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