
Exploring the Management Style, Performance and External Stakeholders' Engagement in the Academe

Liza D. Garcia¹, Janely M. Lima², Arnold T. Cerera³, & Fel M. Gervacio⁴

¹Guidance Counselor, Madridejos Community College, Bunakan, Madridejos, Cebu, Philippines

²School Principal, Panalipan Elementary School, Panalipan, Catmon, Cebu, Philippines

³School Principal II, Cabucgayan National School of Arts and Trades, Libertad, Cabucgayan, Biliran, Philippines

⁴Master Teacher II, Enrique Villanueva Central School, Division of Siquijor, Philippines

Liza D. Garcia E-mail: lizagarcia333@gmail.com, Janely M. Lima E-mail:

janely.lima001@deped.gov.ph, Arnold T. Cerera E-mail: arnold.cerera@deped.gov.ph, & Fel M.

Gervacio E-mail: fel.gervacio@deped.gov.ph

Abstract — This research examined the correlation among the management styles of school heads, the performance of teachers, and the engagement of external stakeholders in the academe of Bantayan Island, Cebu Province, for the school year 2025–2026. The study employed a descriptive-correlational research approach, encompassing all school heads, 214 intentionally selected teachers with accessible IPCRF evaluations, and 100 externally stratified randomly chosen stakeholders, including parents, alumni, community leaders, and partners. Data were collected via standardized and modified questionnaires, confirmed by pilot testing, and analyzed using descriptive statistics and inferential tests, including Pearson's r and Spearman's ρ . The results showed that most school heads used a democratic style of management, and teachers' performance was assessed as Very Satisfactory based on their IPCRF. Stakeholders showed a lot of interest in communication, making decisions, making sure projects were on track, and overall satisfaction. Correlation study indicated that the management style of school heads was significantly correlated with their age, administrative experience, and attended trainings, whereas teachers' performance was positively correlated with age, sex, years of teaching, educational attainment, and trainings. The involvement of stakeholders was linked to their age, sex, and marital status, but not to the type of stakeholder. Moreover, a strong positive association was identified between the management style of school heads and stakeholder engagement; however,

no significant correlation was observed between stakeholder engagement and teacher performance. The study found out that mature management and participative governance increase community involvement, and that professional development makes teachers more successful. However, teacher performance is still more directly linked to internal causes than to stakeholder involvement. The findings were used to come up with a recommended strategic management program to make school governance better, give teachers more skills, and make collaboration between stakeholders stronger.

Keywords — Management style, Performance , External stakeholders' engagement , in the Academe Province of Cebu, Philippines

I. INTRODUCTION

"Every school's success depends on the strong synergy that is produced when leaders, teachers, and stakeholders collaborate to achieve a common goal, not just on teachers or the management of a school head acting alone." It has long been acknowledged that teachers, school administrators, and outside stakeholders share responsibility for education, and that successful cooperation between these groups is essential to school transformation (Taimur & Sattar, 2020). There is a need for more effective individuals like them that drive positive transformation, promotes a culture of innovation, and secure the facilitation of a high educational standards (Prihandono et al., 2024). Notable is the complexity and multifaceted nature of the field of Education (Sancho, 2023).

Research has continuously emphasized the significance of stakeholder engagement, teacher effectiveness, and management in developing education on a global scale. Shown that, in comparison to schools run using authoritarian methods, those with democratic and participative management styles have considerably better student outcomes and 11% greater teacher job satisfaction, according to the OECD. Despite the fact that research conducted globally emphasize the influence of democratic and participatory management styles on school success, these findings

have not been adequately contextualized in developing nations where socioeconomic, cultural, and geographic factors vary widely (Owen & Demb, 2022). Stakeholder participation has improved in urban areas, where 63% of stakeholders are actively involved, but rural and island schools continue to lag behind, with only 41% of stakeholders regularly participating in school activities, according to the Department of Education's (DepEd) Basic Education Report (Khare, 2023). Also, few studies have looked at how school heads' management styles directly affect teacher performance ratings, even though the Individual Performance Commitment and Review Form (IPCRF) has been the main instrument for doing so. While the average IPCRF ratings of teachers fall within the "Very Satisfactory" range (4.20–4.49), some schools in Bantayan Island reported lower averages, indicating discrepancies that may be related to stakeholder engagement and leadership practices, according to local data from the Schools Division of Cebu Province (Munda, 2023).

This study was noteworthy because it connected the local realities of Bantayan Island schools with global perspectives on management and involvement with DepEd's national aims. The study looked at how school heads' management styles, teachers' performance, and stakeholders' involvement relate to one another. The findings can be used to guide the creation of policies, capacity-building efforts, and school reform projects. The results of this study could specifically help DepEd administrators provide management training that fosters successful, collaborative practices and raises teacher accountability and motivation through IPCRF-based performance monitoring.

The study's focus was restricted to the National High Schools in Bantayan Island, Cebu Province's Schools Division, during the 2025–2026 academic year. To guarantee equitable representation of parents, alumni, community leaders, and partners, 214 teachers were purposefully picked based on available IPCRF evaluations, 100 external stakeholders were selected, and all school heads were enumerated as respondents. Using standardized and modified measures, the study examined three main variables: the management style of school heads, the effectiveness of teachers, and the involvement of external stakeholders. The geographic scope, which limited applicability to other divisions or locations, and the dependence on self-reported

data, which might have added subjective bias, were among the limitations. However, the results provide a contextualized perspective on island school dynamics.

As a foundation for the creation of a strategic management program that fortifies school governance, improves teacher effectiveness, and expands stakeholder participation in education, this study determines the relationships between the management style of school heads, the performance of teachers, and the involvement of external stakeholders in the National High Schools of Bantayan Island, DepEd Schools Division of Cebu Province, during the school year 2025–2026.

Literature Review

Effective academic management is widely recognized as a cornerstone of successful educational institutions. This literature review aims to explore the intricate relationship between academic management dynamics, teacher performance, and external stakeholders engagement. It will synthesize both conceptual and research literature to provide a comprehensive understanding of how management styles and practices influence these two vital components of the educational ecosystem.

Conceptual Literature

Alzoraiki et al. (2023) discovered that, in contrast to autocratic or laissez-faire leadership approaches, democratic leadership promotes greater levels of pleasure and creativity. Polatcan et al. (2024) emphasized how teaching practices are shaped by instructional leadership, which has a direct impact on student learning results. Asbari (2024) highlighted how important emotional intelligence is to fostering trust and productive dialogue between managers and employees. Jentjens et al. (2025) shown that teachers' intrinsic motivation is increased by school administrators who use participatory approaches. Stenmark (2024) noted that due to particular communication and resource problems, leadership in geographically remote schools necessitates flexible strategies.

Alzoraiki et al. (2023) created the Framework for Teaching, focusing on the areas of instruction, classroom management, and planning as critical performance metrics. Dahri et al. (2025) defined competencies that are applicable to all career stages and serve as the foundation for teacher evaluation. Layek and Koodamara (2024) emphasized that when combined with equitable evaluation instruments, efficient appraisal promotes professional development and accountability. Kilag and Sasan (2023) associated improved performance and increased teacher motivation with autonomy-supportive management.

Research Literature

Sarpong (2022) showed that teachers' performance evaluations were better when school leaders used good instructional leadership. Heads' visibility, feedback, and coaching were positively correlated with teaching competence.

Democratic leadership methods helped instructors manage their classrooms better. Authoritarian leaders frequently made things tense, whereas laissez-faire leaders often made things inconsistent (Amare, 2023).

When taken as a whole, these theories demonstrated that school reform is a collaborative process rooted in professional development and participatory governance rather than a single leadership or teacher responsibility. The interaction of these ideas supported the study's emphasis on leadership philosophies, teacher performance evaluations, and stakeholder involvement as crucial elements that guide the creation of a strategic development program for educational institutions. The summary showed that when school leaders have a clear vision, stakeholders actively participate, and teachers are valued as essential resources, the result is a more robust, successful, and long-lasting educational experience.

II. METHODOLOGY

Research Design

This study utilized a descriptive-correlational research design. The profile of the three groups of respondents—school heads, teachers, and external stakeholders—was ascertained and presented using the descriptive component of the design. Categorical data, including age, sex, civil status, highest educational attainment, job or designation, number of years in service, and stakeholder type, were described using frequencies and percentages. According to the responders, the design also characterized the school heads' management styles as democratic, autocratic, and laissez-faire. The effectiveness of communication, satisfaction with engagement opportunities, influence on decision-making, alignment with project goals, and overall satisfaction were used to evaluate the degree of external stakeholders' engagement, while teachers' performance was evaluated based on their IPCRF ratings. The descriptive-correlational design was chosen because it enabled the study to characterize the current state of engagement, performance, and management in Bantayan Island's National High Schools and to ascertain the degree of their correlations. Based on the findings, a strategic management program that was sensitive to the schools' needs was created.

Study Locale

The study was conducted across the several National High Schools on Bantayan Island in the Cebu Province's Schools Division.

Population and Sampling

Three kinds of respondents made up the study's sample: the school heads, teachers, and external stakeholders from the several National High Schools on Bantayan Island in the Cebu Province's Schools Division. Since the number of administrators in the designated schools was

manageable and their viewpoints were crucial to the study, a complete enumeration of the school heads was used to guarantee that all administrators were included.

Table 1 summarizes the frequency and percentage distribution of respondents. In order to gather accurate information on teachers' performance, 214 respondents in total were chosen by purposive sampling, which took into account only those with official IPCRF ratings for the 2024–2025 school year.

TABLE 1. FREQUENCY AND PERCENTAGE DISTRIBUTION OF RESPONDENTS

Respondents	Frequency	Percentage
School Heads	7	2.18%
Teachers	214	66.67%
External Stakeholders	100	31.15
Total	321	100%

Furthermore, to ensure that the participation of diverse sectors was adequately represented, 100 external stakeholders were selected using stratified random sampling to represent a range of stakeholder groups, including parents, alumni, community leaders, and partners. In order to acquire names of teachers and stakeholders and to guarantee equitable representation throughout the schools, the researcher worked with school administrators to choose respondents from all of Bantayan Island's National High Schools.

Data Collection Instrument

The primary factors of the study—the management style of school heads, the performance of teachers, and the engagement of external stakeholders—formed the basis of the survey questionnaires' content. Every questionnaire set was created with the intention of matching the measurements to the sub-variables mentioned in the problem statement. The tool used to engage external stakeholders was modified from the Designing Public Participation Processes framework by Bryson et al. (2025), which highlights the significance of clear communication, meaningful opportunities for participation, collaborative decision-making, and initiative alignment with organizational objectives. Age, sex, civil status, and stakeholder type were all included in the

demographic profile to gather pertinent background data that might affect how interaction is perceived.

The performance of the teachers, as determined by their Individual Performance Commitment and Review Form (IPCRF) rating for the 2024–2025 school year, was the subject of the second section. The Department of Education's standardized performance rating system, the IPCRF, provided a trustworthy and impartial indicator of teacher effectiveness. This component's inclusion aligned with the research problem, which aimed to characterize and examine teacher effectiveness in connection to stakeholder involvement and leadership.

Data Collection Procedures

With the agreement of the adviser and university administration, the researcher personally gave the questionnaires to the chosen respondents, along with instructions and clarifications to make sure the answers were correct and honest. The completed surveys were collected, and the replies were put together for analysis.

Data Processing and Analysis

The data gathered were evaluated from the survey and statistically treated using various tools. Frequency counts, percentages, averages, and standard deviations were employed for the descriptive treatment of the data in order to characterize the demographic profile of the respondents and the general trends in stakeholder engagement, teacher performance, and management style. These descriptive statistics gave a concise overview of the traits and opinions of the respondents. For inferential analysis, Pearson Product-Moment Correlation was used to examine significant correlations, especially between teacher performance, external stakeholders' engagement and management style, for normally distributed variables.

Ethical Considerations

The researcher strictly followed ethical rules when doing this investigation. Participation was optional, and the research's goals and methods were well explained. The respondents who answered were treated with respect, and their names and answers were kept completely private. The researcher, adviser, and designated evaluators were the only ones who could access the stored data. The researcher additionally made sure that all sources were properly cited to avoid plagiarism and kept their integrity throughout the study process.

III. RESULTS AND DISCUSSION

RESULTS

Management Style of the School Heads

Table 2 shows what school heads think about three main management styles: democratic, autocratic, and laissez-faire. The democratic management style had the greatest weighted mean of 4.64, with a standard deviation of 0.75, which put it in the "Strongly Agree" group. The autocratic and laissez-faire approaches, on the other hand, had far lower scores, with means of 2.57 and 2.79, respectively. Both were rated as "Neutral." The grand mean for all leadership styles is 3.33, which is also in the "Neutral" group. This means that while people clearly prefer democratic leadership, their views on leadership styles change depending on the style in question.

TABLE 2. SUMMARIZED PERCEPTION OF SCHOOL HEADS RESPONDENTS GROUPS ON LEADERSHIP STYLE

S/N	Management Style	\bar{X}	SD	C
1.	Democratic	4.64	0.75	SA
2.	Autocratic	2.57	1.15	N
3.	Laissez-faire	2.79	0.38	N
GRAND MEAN / STANDARD DEVIATION / CATEGORY		3.33	0.76	N

The data showed that school heads strongly prefer democratic management, which means they value participation, shared decision-making, and giving school members influence. The lack of support for autocratic and laissez-faire styles shows that these methods are neither frequently

used or consistently used in schools. The comparatively low mean for authoritarian management (2.57) may indicate a rejection of excessively controlling tactics, but the neutral assessment of laissez-faire management (2.79) implies reluctance to support leadership characterized by a lack of active engagement.

The research of Harris et al. (2004) on distributed leadership in schools supports this idea. It shows that good school leadership typically means working together, sharing knowledge, and making decisions as a group.

Performance of the teachers based on their IPCRF rating last School Year 2024-2025

TABLE 3. IPCRF RATING OF TEACHERS' PERFORMANCE LAST SCHOOL YEAR 2024-2025

	\bar{X}	SD	C
Average Weighted Mean/Standard Deviation/Category	4.64	0.75	SA

The IPCRF (Individual Performance Commitment and Review Form) rating of teachers' work for the school year 2024–2025 is shown in Table 3. The data reveals an average weighted mean of 4.64 and a standard deviation of 0.75. According to the legend, this puts teacher performance in the "Very Satisfactory" category. This high score means that, overall, teachers did a great job of meeting important professional requirements throughout the evaluation period.

The research conducted by Jusoh et al. (2024) underscored that management aimed at enhancing teacher learning and professional development profoundly influences student accomplishment. *Summarized Perception of External Stakeholders Respondents Groups on Engagement*

Table 4 shows how external stakeholders feel about several signs of engagement with the institution. The overall grand mean is 4.48, with a standard deviation of 0.67. This means that all of the responses were "Strongly Agree" (SA) across all engagement dimensions.

TABLE 4. SUMMARIZED PERCEPTION OF EXTERNAL STAKEHOLDERS RESPONDENTS GROUPS ON ENGAGEMENT

S/N	Indicators	\bar{X}	SD	C
1.	Communication Effectiveness	4.53	0.57	SA
2.	Satisfaction with engagement opportunities	4.48	0.64	SA
3.	Influence on Decision-making	4.37	0.80	SA
4.	Alignment with Project Goals	4.48	0.64	SA
5.	Overall Satisfaction	4.52	0.68	SA
GRAND MEAN / STANDARD DEVIATION / CATEGORY		4.48	0.67	SA

The mean score for communication effectiveness was 4.53, followed closely by overall satisfaction at 4.52, satisfaction with participation opportunities and alignment with project goals at 4.48, and influence on decision-making at 4.37. The low standard deviations show that stakeholders consistently gave good feedback.

Candrasari et al. (2023) backs this up by saying that better communication, participation, and shared decision-making contribute to better school performance and student accomplishment.

TEST OF SIGNIFICANT RELATIONSHIP

This part presents the result of correlation between the profile of the school heads and their management style.

The table of correlation is shown above in order to test the null hypothesis that there is no significant correlation or relationship between the profile of the respondent group (school heads) and their management style at 0.05 level of significance. Using the Spearman rank-order correlation test, it shows that there was a strong, positive correlation between the leadership style of school heads and their respective characteristics, which were statistically significant: age ($r_s(5) = .907$, p (2-tailed) = .005), number of years in administrative experience ($r_s(5) = .939$, p (2-tailed) = 0.002), and number of relevant trainings/seminars attended ($r_s(5) = .770$, p (2-tailed) = .043), and a negative, strong correlation between the leadership style and the school heads' civil status, which was statistically significant ($r_s(5) = -.907$, p (2-tailed) = .005).

TABLE 5. CORRELATION BETWEEN THE PROFILE OF THE SCHOOL HEADS AND THEIR MANAGEMENT STYLE

Profile of School Heads			Impact on Leadership Style	Decision on H ₀
Spearman rho	Age	Correlation Coefficient	0.907	Reject H ₀
		Sig. (2-tailed)	0.005	
		N	7	
	Sex	Correlation Coefficient	0.454	Accept H ₀
		Sig. (2-tailed)	0.306	
		N	7	
	Civil Status	Correlation Coefficient	-0.907	Reject H ₀
		Sig. (2-tailed)	0.005	
		N	7	
	Highest Educational Attainment	Correlation Coefficient	-0.497	Accept H ₀
		Sig. (2-tailed)	0.256	
		N	7	
	Position/Designation	Correlation Coefficient	0.151	Accept H ₀
		Sig. (2-tailed)	0.746	
		N	7	
	Number of years in Administrative experience	Correlation Coefficient	0.939	Reject H ₀
		Sig. (2-tailed)	0.002	
		N	7	
	Number of relevant trainings/seminars attended	Correlation Coefficient	0.770	Reject H ₀
		Sig. (2-tailed)	0.043	
		N	7	

However, the same correlation test revealed that there was no correlation between the management style of school leaders and their respective characteristics: sex ($rs(5) = .454$, p (2-tailed) = .306), highest educational attainment ($rs(5) = -.497$, p (2-tailed) = 0.256), and position/designation ($rs(5) = .151$, p (2-tailed) = .746).

Ghamrawi et al. (2024) conducted a study revealing that teachers saw school leaders with greater experience and ongoing professional development as more effective, underscoring the significance of professional growth and cumulative experience as critical determinants of management practices.

This part presents the result of correlation between the profile of the teachers and their performance.

The table of correlation is shown above in order to test the null hypothesis that there is no significant correlation or relationship between the profile of the respondent group (teachers) and their level of performance based on the IPCRF at 0.05 level of significance.

TABLE 6. CORRELATION BETWEEN THE PROFILE OF THE TEACHERS AND THEIR PERFORMANCE

Profile of Teachers			Level of Performance	Decision on H ₀
Spearman rho	Age	Correlation Coefficient	0.452	Reject H ₀
		Sig. (2-tailed)	<0.001	
		N	214	
	Sex	Correlation Coefficient	0.146	Reject H ₀
		Sig. (2-tailed)	0.032	
		N	214	
	Civil Status	Correlation Coefficient	0.008	Accept H ₀
		Sig. (2-tailed)	0.913	
		N	214	
	Number of years in teaching	Correlation Coefficient	0.521	Reject H ₀
		Sig. (2-tailed)	<0.001	
		N	7	
	Highest Educational Attainment	Correlation Coefficient	0.524	Reject H ₀
		Sig. (2-tailed)	<0.001	
		N	214	
	Number of relevant trainings/seminars attended	Correlation Coefficient	0.630	Reject H ₀
		Sig. (2-tailed)	<0.001	
		N	214	

Using the Spearman rank-order correlation test, it shows that there was a strong, positive correlation between the level of performance of teachers and their respective characteristics, which were statistically significant: age ($r_s(212) = .452$, p (2-tailed) $< .001$), sex ($r_s(212) = .146$, p (2-tailed) $= 0.032$), number of years in teaching ($r_s(212) = .521$, p (2-tailed) $< .001$), highest educational attainment ($r_s(212) = .524$, p (2-tailed) $< .001$), and number of relevant trainings/seminars attended ($r_s(212) = .630$, p (2-tailed) $< .001$). However, the same correlation test revealed that there was no positive correlation between the civil status and the level of performance of teachers, which was not statistically significant ($r_s(212) = .008$, p (2-tailed) $= .913$).

Nugroho (2024) discovered that teacher preparation, experience, and ongoing professional development are significant indicators of teacher performance and student achievement, reinforcing the notion that professional development and experience are crucial in improving teacher effectiveness.

This part presents the result of correlation between the profile of the external stakeholders and their level of engagement.

The table of correlation is shown above in order to test the null hypothesis that there is no significant correlation or relationship between the profile of the respondent group (external stakeholders) and their level of engagement at 0.05 level of significance. Using the Spearman rank-order correlation test, it shows that there was a strong, positive correlation between the level of engagement of stakeholders and their respective characteristics, which were statistically significant: age ($r_{s(98)} = .886$, p (2-tailed) $< .001$), sex ($r_{s(98)} = .886$, p (2-tailed) $< .001$), and civil status ($r_{s(98)} = .236$, p (2-tailed) = .018). However, the same correlation test revealed that there was no positive correlation between the type of stakeholder and the level of engagement, which was not statistically significant ($r_{s(98)} = .047$, p (2-tailed) = .644).

TABLE 7. CORRELATION BETWEEN THE PROFILE OF THE EXTERNAL STAKEHOLDERS AND THEIR LEVEL OF ENGAGEMENT

Profile of External Stakeholders			Extent of Involvement	Decision on H_0
Spearman rho	Age	Correlation Coefficient	0.886	Reject H_0
		Sig. (2-tailed)	<0.001	
		N	100	
	Sex	Correlation Coefficient	0.886	Reject H_0
		Sig. (2-tailed)	<0.001	
		N	100	
	Civil Status	Correlation Coefficient	0.236	Reject H_0
		Sig. (2-tailed)	0.018	
		N	100	
	Type of Stakeholder	Correlation Coefficient	0.047	Accept H_0
		Sig. (2-tailed)	0.644	
		N	100	

Gamede and Uleanya (2021) supported this by saying that demographic characteristics like age and family background can have a big impact on how involved stakeholders are in education.

This part presents the result of correlation between the management style of school heads, the performance of the teachers based on their IPCRF rating last School Year 2024-2025, and the level of external stakeholders' engagement.

The table of correlation is shown above in order to test the null hypothesis that there is no significant correlation or relationship between the management of school heads, performance of teachers based on their IPCRF, and the level of external stakeholders' engagement at 0.05 level of

significance. Using the Pearson r correlation test, it shows that there was a strong, positive correlation between the management style of school heads and the engagement of stakeholders, which was statistically significant ($r(319) = .123$, p (2-tailed) = .028; $r(319) = .369$, p (2-tailed) < .001). However, the same correlation test reveals that there was no correlation between the extent of the engagement of stakeholders and the performance of teachers, which was not statistically significant ($r(319) = 0.029$, p (2-tailed) = .604).

TABLE 8. CORRELATION BETWEEN THE MANAGEMENT STYLE OF SCHOOL HEADS, THE PERFORMANCE OF THE TEACHERS BASED ON THEIR IPCRF RATING LAST SCHOOL YEAR 2024-2025 AND THE LEVEL OF EXTERNAL STAKEHOLDERS' ENGAGEMENT

Factors		Extent of Involvement		Decision on H ₀
Pearson r	Leadership Style	Correlation Coefficient	0.123	Reject H ₀
		Sig. (2-tailed)	0.028	
		N	321	
Performance of Teachers	Performance of Teachers	Correlation Coefficient	0.029	Accept H ₀
		Sig. (2-tailed)	0.604	
		N	321	
Engagement of Stakeholders	Engagement of Stakeholders	Correlation Coefficient	0.369	Reject H ₀
		Sig. (2-tailed)	<0.001	
		N	321	

Lijun and Te (2024) asserted that good school management plays a crucial role in promoting community and stakeholder engagement, hence cultivating a more supportive school climate, despite its lack of direct influence on teacher performance metrics.

Discussion

The study's results showed that the most common style of management among school heads was democratic, which created an environment where everyone could participate and stakeholders were very involved. Teachers did quite well on their IPCRF evaluations. Statistical study revealed substantial relationships between the management styles of school heads and their demographic and professional backgrounds, whereas stakeholder participation was linked to personal characteristics such as age, gender, and marital status. Overall, the results show that mature, democratic management and ongoing professional development improve both governance and community partnerships in schools.

IV. CONCLUSION

Based on the findings of this study, it can be concluded that the management style of school heads is determined by their maturity, experience, and ongoing education, but teachers' performance is profoundly affected by their age, professional experience, education, and training. The desire for democratic management among school heads effectively enhances stakeholder involvement, underscoring the need of participatory governance. Professional development through further studies and training also improves teacher performance. However, stakeholder participation, while consistently powerful, does not directly influence teacher performance, suggesting that other internal school characteristics are more significant.

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