EPRA International Journal of Environmental Economics, Commerce and Educational Management
Journal DOI: 10.36713/epra0414 |ISI I.F Value: 0.815|SJIF Impact Factor (2025): 8.57 ISSN: 2348 – 814X
Volume: 12 | Issue:7 |July 2025

EDUCATIONAL LEADERSHIP STYLES OF SCHOOL HEADS AND PERFORMANCE OF SCHOOL GOVERNING COUNCIL IN PUBLIC ELEMENTARY SCHOOLS OF DAVAO CITY DIVISION

Joanna Marie C. Laping
Master of Arts in Educational Management, Rizal Memorial Colleges, Inc.

Article DOI: https://doi.org/10.36713/epra23386
DOI No: 10.36713/epra23386

ABSTRACT

The study explored the relationship between educational leadership styles of school heads and performance of school governing council in public elementary schools in District 1 of Davao City Division. Also, it investigated the association of the involved variables and the domains of educational leadership styles of school heads that significantly influence performance of school governing council. With the use of probability sampling, 230 public elementary teachers were selected as the respondents. Utilizing the descriptive-correlational survey method, the data collated were analyzed through the use of Mean, Product-Moment correlation and Regression Analysis. Results revealed that there was a high educational leadership styles of school heads and a very high performance of school governing council among the respondents. Furthermore, there was a significant relationship between educational leadership styles of school heads and performance of school governing council. Moreover, all domains of educational leadership styles of school heads, autocratic leadership style, democratic leadership style, delegative leadership style, servant leadership style, and transformational leadership style were found to have significantly influence the performance of school governing council. Based on the findings, it was further suggested that higher officials in the Department of Education may identify means on how to strengthen the educational leadership styles of school heads which would boost performance of school governing council. More so, future researchers may further explore the involved variables considering other factors.

KEYWORDS: *Educational Leadership Styles; Performance Of School Governing Council; Davao City Division; Philippines*

INTRODUCTION

The performance of School Governing Councils (SGCs) is crucial for effective school leadership and governance, particularly in policy-making, resource management, and strategic planning. Educational leadership styles play a key role in influencing SGC effectiveness by fostering collaboration, communication, and alignment between the council and school administration. However, common issues such as poor communication, limited parental involvement, and lack of training often hinder council performance and accountability.

Globally, challenges vary. In China, schools struggle with limited autonomy and imbalanced power structures, often resulting in centralized, undemocratic governance (Zhao & Wang, 2020). In South Africa, governance issues stem from poor collaboration, unclear roles, and lack of principal support for parent governors (Mohapi & Chombo, 2021). In the Philippines, particularly in San Pablo, 80% of schools lack functional SGCs, and those that exist show poor compliance and face difficulties in member availability and operational structure (Race, 2018). Meanwhile, Mindanao has seen progress in SGC development through training and community engagement, though challenges in policy implementation and resource inequality remain (Javier, 2021).

While leadership's general impact on school outcomes is recognized, limited studies have examined how specific leadership styles—transformational, transactional, or servant—directly influence SGC functions such as policy execution and stakeholder engagement. This study aims to fill that gap by assessing school heads' leadership styles and their correlation with SGC performance.

Findings are expected to guide policymakers in creating programs to enhance leadership and governance. The results will be shared across various educational forums and submitted for publication in a Scopus-indexed journal.

EPRA International Journal of Environmental Economics, Commerce and Educational Management
Journal DOI: 10.36713/epra0414 |ISI I.F Value: 0.815|SJIF Impact Factor (2025): 8.57 ISSN: 2348 – 814X
Volume: 12 | Issue:7 |July 2025

REVIEW OF SIGNIFICANT LITERATURE

This study examined the educational leadership styles of school heads and the performance of School Governing Councils (SGCs). The independent variable focuses on educational leadership styles, which include autocratic, democratic, delegative, servant, and transformational leadership (Agnes & Quirap, 2022). Meanwhile, the dependent variable revolves around the performance of the SGC, measured through indicators such as information dissemination, planning with stakeholders, and consultation (Camsa, 2023).

The role of school heads in educational institutions is fundamental to fostering a conducive learning environment. According to Oco (2022), school heads shape the culture, learning climate, and overall direction of the school. Their leadership style significantly influences teacher development, student outcomes, and the effective implementation of educational reforms, such as School-Based Management (SBM). Sarwar et al. (2022) highlighted that leadership styles directly affect teacher commitment and the quality of instruction, while Mshelia and Emmanuel (2022) emphasized the impact of leadership behaviors on student achievement.

Autocratic leadership, which involves centralized decision-making with minimal input from staff, can be effective in urgent situations but may lead to teacher dissatisfaction and burnout. Chiang et al. (2020) argued that while autocratic leadership ensures efficiency, it may hinder creativity and collaboration. Similarly, Agyeman and Aphane (2024) observed that excessive control often results in a lack of teacher empowerment, which can demoralize staff and negatively affect school performance.

Democratic leadership, on the other hand, emphasizes participation and collaboration. Wahyuwardhana and Wisesa (2024) posited that involving teachers and stakeholders in decision-making processes enhances morale, commitment, and transparency. However, this style can also slow down the decision-making process, particularly when consensus is difficult to achieve.

Delegative or laissez-faire leadership offers staff greater autonomy, placing trust in their professional expertise. While this can foster innovation and ownership, Celestino (2021) noted that it may lead to confusion and lack of direction in cases where staff are not adequately prepared for self-management. Iqbal et al. (2021) similarly found that without strong accountability measures, delegative leadership may result in poor performance and low cohesion.

Servant leadership, characterized by prioritizing the needs of others and focusing on personal and professional growth, builds trust and strong relationships within the school community. Sauri (2018) emphasized that this leadership style supports inclusive governance and meaningful stakeholder engagement. However, Pillay and Kikasu (2024) cautioned that servant leadership requires a high level of emotional intelligence and authenticity, which not all leaders may possess or develop effectively.

Transformational leadership, which seeks to inspire and motivate stakeholders towards a shared vision, has been associated with enhanced school performance. Alessa (2021) described transformational leaders as agents of change who encourage innovation, foster trust, and align organizational goals with individual aspirations. Rafique et al. (2022) concluded that transformational leadership promotes professional development and leads to improved outcomes for both teachers and learners.

In terms of governance, School Governing Councils play a vital role in ensuring participatory leadership and shared accountability. SGCs are tasked with policy formulation, financial oversight, and community engagement. Despite these responsibilities, many SGCs face persistent challenges, including low participation, unclear roles, and insufficient training. Kekana and Makura (2020) pointed out that such challenges often hinder the effectiveness of SGCs in fulfilling their mandate. Alshamrani (2020) added that weak governance structures can compromise school planning and decision-making processes.

Information dissemination is a key function of SGCs, ensuring that relevant data, policies, and decisions are communicated to all stakeholders. Ezeh (2020) emphasized that timely and transparent communication promotes accountability and trust. With the increasing use of digital platforms, Chang et al. (2021) observed that effective information sharing has become more feasible and impactful in school governance.

Planning with stakeholders fosters collaboration and collective responsibility in addressing school needs and priorities. Pile and Gilchrist (2020) noted that inclusive planning processes result in more sustainable solutions and stronger community support. In the Philippine context, Nicdao and Ancho (2020) highlighted that planning with parents and local stakeholders strengthens the implementation of school improvement plans and resource mobilization.

Consultation, as a governance function, enables stakeholders to contribute to decision-making processes. Fenwick and Kelly (2023) emphasized that consultation promotes ownership and democratic participation in school affairs. Similarly,

Conroy et al. (2021) found that regular consultations between school heads, teachers, and parents lead to more responsive and contextually relevant decisions.

The interrelationship between educational leadership and the performance of SGCs is evident in the way leadership styles influence governance practices. Leaders who adopt participatory and inclusive approaches tend to foster active engagement among council members and other stakeholders. Under the framework of School-Based Management, leadership that supports shared power, consultation, and collaborative planning aligns with the principles of decentralized governance. Saputra (2020) argued that effective SBM requires school heads to act not only as administrators but also as facilitators of stakeholder participation. Ghani et al. (2020) further emphasized that school heads must continuously adapt their leadership style to address evolving governance needs, promote stakeholder empowerment, and ensure the alignment of goals.

Although leadership styles may overlap in certain contexts, the literature affirms their significant influence on school governance. Aligning leadership behavior with participatory and consultative governance mechanisms is therefore essential in enhancing the performance of School Governing Councils and, ultimately, in improving educational outcomes.

STATEMENT OF THE PROBLEM

This study determined the relationship between the educational leadership styles and performance of school governing council in public elementary schools of Davao City Division. More specifically, it sought to answer the following questions:

1. What is the level of educational leadership styles of school heads as perceived by the public elementary teachers in terms of:
    - 1.1 autocratic leadership style;
    - 1.2 democratic leadership style;
    - 1.3 delegative leadership style;
    - 1.4 servant leadership style; and
    - 1.5 transformational leadership style?

2. What is the level of performance of school governing council as perceived by the public elementary teachers in terms of:
    - 2.1 information dissemination;
    - 2.2 planning with stakeholders; and
    - 2.3 consultation?

3. Is there a significant relationship between educational leadership styles and performance of school governing council?
4. Which domains of educational leadership styles significantly influence the performance of school governing council?

METHODOLOGY

This chapter provides an overview of the methodology for this study, encompassing the research design, research participants, research tools, data collection procedure, and data analysis to be utilized in this investigation.

Research Design

This research employed a quantitative methodology, specifically utilizing the descriptive correlational approach. Quantitative research gathers numerical data and applies statistical techniques to analyze it. The goal is to generate objective, empirical evidence that can be quantified and represented numerically. This method is commonly used to evaluate hypotheses, detect trends, and forecast outcomes. Quantitative data pertains to numerical values, while qualitative data is descriptive and relates to observable phenomena that cannot be quantified (McLeod, 2023).

Conversely, the descriptive correlational approach seeks to identify the degree of association between two or more variables through statistical analysis. This design focuses on uncovering and interpreting relationships among various facts. It aims to identify trends and patterns within the data but does not delve into determining causal relationships for these patterns. This form of observational research does not establish cause and effect; rather, it examines the data, relationships, and distributions of variables without manipulating them, studying them as they naturally occur (Rutgers, The State University of New Jersey, 2024).

This study was classified as quantitative, employing numerical data for analysis and interpretation. It utilized a descriptive approach to assess the impact of school heads' educational leadership styles on the performance of school governing council. Additionally, it was correlational, exploring the relationship between the school heads' educational leadership styles and the performance of school governing council in the public elementary schools in District 1 of Davao City Division.

Research Respondents

This study examined a sample of 230 public elementary teachers from District 1 of Davao City Division. Using Slovin Formula, the 545 public elementary school teachers in District 1 led to a computation of 230 sample size. When determining sample sizes, considerations included resource availability and statistical factors. For larger populations, a sample size of

100 was typically regarded as the minimum. However, the nature of data analysis and anticipated response rates were crucial factors affecting the sample size in research. Many statisticians concurred that a sample size of 100 was necessary to obtain meaningful results (Akman, 2023). Hence, the 230 exceeded the minimum requirement.

For sample selection, the researcher employed a probability sampling technique known as cluster random sampling. This method enabled the study of an entire population without requiring a survey of every individual, making it both cost-effective and efficient. By dividing the population into smaller segments or clusters, this technique ensured that the sample effectively reflects the broader population. Participants were selected randomly to guarantee that each cluster had an equal opportunity to be included in the study or survey (Mahmutovic, 2021).

The criteria for inclusion and exclusion in this study specify that participants must be elementary teachers with a minimum of 3 years of teaching experience. This duration was expected to give them a comprehensive understanding of their school head's educational leadership styles and the effectiveness of the school governing council. Participants had the option to withdraw from the survey if they felt uneasy or unwilling to participate, and their decision was fully honored, underscoring the study's dedication to ensuring the welfare and well-being of all participants throughout the research process.

Research Instruments

To collect data, this study utilized an adapted survey questionnaire designed specifically for this research. The questionnaire was organized into two parts to thoroughly address the research goals: the first part evaluated the educational leadership styles of school heads, and the second part assessed the performance of the school governing council.

Data Analysis

For more comprehensive interpretation and analysis of the data, the following statistical tools were utilized. These statistical treatments were primarily used by the Statistician.

Mean

This was used to measure the level of educational leadership styles of school heads and the performance of school governing council. This was used to answer statement of the problem 1 and 2.

Pearson Product-Moment Correlation Coefficient

This was utilized to determine the relationship between educational leadership styles of school heads and the performance of school governing council. This answered statement of the problem 3.

Regression Analysis

This was utilized to determine the significant influence of educational
leadership styles of school heads on the performance of school governing council. This answered statement of the problem 4.

RESULTS AND DISCUSSIONS

The performance of the School Governing Council (SGC) was found to be very high, indicating that responsibilities are consistently and effectively carried out. Information dissemination received the highest rating, reflecting the council's strong communication with stakeholders. Consultation and planning with stakeholders also scored highly, highlighting inclusive and collaborative decision-making. These findings confirm the SGC's strong commitment to governance and school improvement, aligning with the observations of Kekana and Makura (2020) and Austin (2022) regarding the multifaceted roles and strategic functions of school governing bodies.

Further analysis revealed a significant relationship between the educational leadership styles of school heads and the performance of the SGC. All leadership styles examined—autocratic, democratic, delegative, servant, and transformational—showed moderate positive correlations with SGC performance. This implies that increases in any of these leadership styles are associated with improvements in how the SGC fulfills its functions. The findings support Chkheidze's (2023) assertion that leadership is a social influence process that fosters vision, collaboration, and effective communication.

Regression analysis confirmed that all five leadership styles significantly influence SGC performance. Delegative leadership had the strongest influence, suggesting that empowering council members to make decisions enhances their effectiveness. However, the r-squared value indicated that only 17.6% of the variance in SGC performance could be explained by these leadership styles, suggesting the influence of other contributing factors.

These results align with Burns' (1977) Transformational Leadership Theory, emphasizing the role of inspiring leaders in shaping effective governance. Transformational leaders foster shared vision, innovation, and stakeholder engagement, all of which are crucial to improving school governance and outcomes.

EPRA International Journal of Environmental Economics, Commerce and Educational Management
Journal DOI: 10.36713/epra0414 |ISI I.F Value: 0.815|SJIF Impact Factor (2025): 8.57 ISSN: 2348 – 814X
Volume: 12 | Issue:7 |July 2025

CONCLUSION AND RECOMMENDATIONS

Presented in this chapter are the findings based on the results of data gathered, the conclusions drawn from the findings and the recommendations for consideration.

The main focus of the study was to determine the significance of the relationship between educational leadership styles of school heads and performance of school governing council in public elementary schools. The study was conducted in the selected public schools in District 1 of Davao City Division. There were two hundred thirty (230) teachers who participated in this study. Descriptive correlational method of research was used in this study utilizing adapted research instruments. The said instruments were validated by the panel of experts and subjected to pilot testing before it was made ready for administration. Mean, Pearson Product Correlation of Coefficient, and Regression Analysis were the statistical tools used in analyzing the data. The hypotheses raised in this study were tested at 0.05 level of significance.

The level of educational leadership styles of school heads is high. The data reveal that the level of educational leadership styles of school heads is high, indicating that these leadership behaviors are oftentimes evident in their daily practice. This suggests that school heads consistently apply a variety of leadership styles in managing and guiding their schools. Such a high level of leadership practice contributes positively to the overall school environment and governance.

Meanwhile, the level of performance of school governing council is very high. This indicate that the level of performance of the school governing council is very high, suggesting that their functions are always evident and actively implemented. This reflects the council's strong involvement in school-related activities such as planning, consultation, and information dissemination. Their consistent performance likely contributes to enhanced school-community collaboration and effective school management.

It was found out that there is a significant relationship between educational leadership styles of school heads and performance of school governing council. Moreover, all domains of educational leadership styles of school heads significantly influence performance of school governing council. The results reveal a significant relationship between the educational leadership styles of school heads and the performance of the school governing council. This suggests that the way school heads lead directly affects how well the council functions. Furthermore, all domains of leadership, autocratic, democratic, delegative, servant, and transformational, were found to significantly influence the council's performance.

Conclusions

Based on the findings of this study, the following conclusions were offered:
The level of educational leadership styles of school heads means that it is oftentimes evident. All indicators are perceived as oftentimes evident specifically autocratic leadership style, democratic leadership style, delegative leadership style, servant leadership style, and transformational leadership style. Meanwhile, the level of performance of school governing council is very high. Specifically, information dissemination and consultation are always evident evident. On the other hand, planning with stakeholder is oftentimes evident. Based on the findings, educational leadership styles of school heads and performance of school governing council are related. All domains of educational leadership styles of school heads are linked to the performance of school governing council. This leads to the rejection of the null hypothesis.

Also, all domains of educational leadership styles of school heads significantly influence the performance of school governing council. As a matter of fact, delegative leadership style has the greater impact on the performance of school governing council than the other domains.

The significant and positive correlation between the educational leadership styles of school heads and performance of school governing council supports the principles established in Transformational Leadership Theory by Burns (1977). Kefela (2011) reinforced that good governance means competent management of the resources which are open, transparent, accountable, fair, and responsive to the needs of society.

Moreover, Risteska et al. (2010) mentioned that good governance in education should possess the traits of responsiveness, accountability, transparency, and engagement to design and implement policies. Consequently, good school governance requires strong leadership from both school council and principal. The school council and principal must enable to work together. Gurr (2015) pointed out that the influential school leaders set direction, develop people, lead change, improve teaching and learning, solve problems, are values-based, build trust, and are visible in the school

Recommendations

The following suggestions were offered based on the conclusions of the study:
Based on the findings, it is recommended that DepEd officials strengthen leadership development programs for school heads by providing continuous training and capacity-building sessions that emphasize the integration of multiple leadership styles, particularly democratic, delegative, and transformational leadership. These styles have shown a significant impact on enhancing the performance of School Governing Councils (SGCs). Additionally, DepEd may create platforms for best

practices sharing among school leaders to improve planning with stakeholders, which was found to be comparatively less evident than other areas. Enhancing this aspect will ensure a more collaborative and strategic approach in engaging the school community. Lastly, monitoring tools and evaluation frameworks may be institutionalized to assess and support the consistent implementation of effective leadership practices and promote high-performing SGCs across all schools. Moreover, school heads are encouraged to continue practicing and balancing various educational leadership styles, particularly delegative and transformational leadership as these were found to have the greatest influence on the performance of the School Governing Council (SGC). To further strengthen SGC effectiveness, school heads may prioritize enhancing stakeholder involvement by initiating more inclusive and collaborative planning sessions that engage parents, community members, and other stakeholders. Since planning with stakeholders was found to be slightly less evident compared to information dissemination and consultation, targeted efforts in this area can lead to more cohesive and strategic school-community partnerships. Additionally, school heads may regularly assess their leadership approach and its impact on SGC functions to ensure alignment with the school's goals and DepEd's participatory governance thrust.

Furthermore, teachers may actively engage in school governance by participating in planning activities and decision-making processes initiated by school heads, especially since leadership styles such as democratic and delegative are often evident. They may take advantage of opportunities for consultation and information dissemination by providing feedback, sharing insights from classroom experiences, and supporting the implementation of school programs. Furthermore, teachers are urged to strengthen collaboration with stakeholders by initiating dialogues and advocating for student-centered projects, thereby enhancing the effectiveness of School Governing Councils. Their proactive involvement may reinforce the positive relationship between leadership styles and council performance, ultimately contributing to improved school management and learner outcomes.

Lastly, future researchers are recommended to conduct similar studies using a broader scope, such as involving multiple divisions or regions, to validate and compare findings across various educational settings. They may also consider using mixed-method research to explore in-depth perspectives on how specific leadership styles influence the dynamics and effectiveness of school governing councils. Moreover, future investigations may include additional variables such as school culture, teacher empowerment, or student achievement to gain a more holistic understanding of the impact of educational leadership. Longitudinal studies are encouraged to determine the long-term effects of leadership styles on governance performance and school improvement.

REFERENCES

1. *Abah, A. J., Nwapi, M. I., & Nwachukwu, K. U. (2018). Fundamentals of effective information dissemination and communication in educational development in Nigeria. https://tinyurl.com/mpcydzn3*
2. *Aghware, O. & Ogala, J. (2023). Communication and information dissemination for service delivery improvement in Delta State's Senior Secondary Schools. https://foeunidel.org.ng/edu/wp-content/uploads/2023/10/*
3. *Agyeman, N. & Aphane, V. (2024). Exploring school leadership styles used to improve instruction and learning in schools. https://digitalcommons.uncfsu.edu/jri/vol8/iss3/1*
4. *Akparep, J., Jengre, E., & Mogre, A. (2019). The influence of leadership style on organizational performance at tumakavi development association, Tamale, Northern Region of Ghana. https://www.scirp.org/journal/paperinformation?paperid=91208*
5. *Alessa, G. (2021). The dimensions of transformational leadership and its organizational effects in public universities in Saudi Arabia: A systematic review. https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2021.682092/full*
6. *Alshamrani, W. (2020). Farrell (2005), in a small-scale study, reported that governors rarely challenged the headteacher or changed headteachers' decisions. https://centaur.reading.ac.uk/110815/1/21824328_Alshamrani_thesis_redacted.pdf*
7. *Alomes B. (2020). The importance of stakeholders when it comes to creating successful learning outcomes. Natural Pod. https://naturalpod.com/the-importance-ofstakeholders-when-it-comes-to-creating-successfullearning-outcomes/*
8. *Amankwah, E. & Hua, Z. (2020). Headmasters' leadership styles and their significant impact on the general performance in schools: Using the basic schools in Adansi-South District in Ghana as a study. http://ije.macrothink.org/*
9. *Anderson, G., Drone, D., Drouin, C., Kobus, K., Martin, N., Molgat, E., & Pinet, L. (2019). Good governance: A guide for trustees, school boards, directors of education and communities. Ontario Education Services Corporation.*
10. *Assey, E., Malingumu, W. & Babyegeya, E. (2022). The perceptions of secondary school communities in tabora region on the felt effect of democratic leadership style on curriculum implementation. https://www.idpublications.org/wp-*
11. *Austin, L. (2022). A performative analysis of primary school governance: labour, costs and repair work. https://repository.canterbury.ac.uk/*
12. *Bakker, A., Hetland, J., Olsen, O., & Espevik, R. (2023). Daily transformational leadership: A source of inspiration for follower performance? https://www.sciencedirect.com/science/article/pii/S0263237322000603*
13. *Barasa, B. & Kariuki, A. (2020). Transformation leadership style and employee job satisfaction in county government of Kakamega, Kenya. https://www.ssbfnet.com/ojs/index.php/ijrbs/article/view/821*
14. *Bass, B. (1985). Leadership and performance beyond expectations. https://d1wqtxts1xzle7.cloudfront.net/70684182/3c08a7312f01048b773d002f68e1d589a38a-libre.pdf?*
15. *Bhukari, S., Kalhoro, I., Lashari, A. & Soomro, I. (2023). The communication barriers and their impacts on the academic performance of the graduate students.*

https://www.researchgate.net/publication/371370579_The_Communication_Barriers_And_Their_Impacts_On_The_Academic_Performance_Of_The_Graduate_Students

16. *Burns, J. M. (1978). Leadership. New York: Harper & Row.*
17. *Celestino, M. (2021). The principals' leadership styles and teachers' performance of selected elementary schools at the District of Norzagaray East. https://www.ijams-bbp.net/wp-content/uploads/2021/07/MARY-ROSE-M.-*
18. *CELESTINO.pdf*
19. *Chan, T., Polka, W., & Litchka, P. (2018). Educational planning: A journal dedicated to planning, change, reform, and the improvement of education. https://isep.info/wp-content/uploads/2018/02/24_4_reduced.pdf*
20. *Chang. J., Huang, J. & Hu, Y. (2021). Optimizing information dissemination model for improvement of college students' education based on learning community. https://onlinelibrary.wiley.com/doi/10.1155/2021/3815943*
21. *Chiang, J., Chen, X., Liu, H. & Wang, Z. (2020). We have emotions but can't show them! authoritarian leadership, emotion suppression climate, and team performance. https://eprints.lse.ac.uk/104058/1/We_have_emotions_but_can_t_show_them.pdf*
22. *Chkheidze, S. (2023). Role of leader in educational management. https://www.researchgate.net/publication/374314004_ROLE_OF_LEADER_IN_EDUCATIONAL_MANAGEMENT*
23. *Conroy, K., Hong, N., Poznanski, B., Hart, K., Ginsburg, G. Fabiano, G. & Comer, J. (2021). Harnessing home-school partnerships and school consultation to support youth with anxiety. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9267952/*
24. *Cruzat, M., Cruzat, A., & Javillonar, M. (2022). The school and its stakeholders: partners in building a strong school community. https://www.allmultidisciplinaryjournal.com/uploads/archives/20220812155658_D-22-74.1.pdf*
25. *Even, U. & Hadar, I. (2021). Teachers' perceptions of their school principal's leadership style and improvement in their students' performance in specialized schools for students with conduct disorders. https://ouci.dntb.gov.ua/en/works/lD6ejnq7/*
26. *Ezeh, M. (2020). Effective information dissemination and communication for sustainable quality service delivery. https://www.ijilpm.com.ng/assets/vol.%2c-2(1)%2c--ezeh.pdf*
27. *Fenwick, J. & Kelly, S. (2023). Right here, right now: Effective interprofessional collaboration in education from the perspectives of primary school teachers in Aotearoa New Zealand. https://link.springer.com/article/10.1007/s40841-023-00279-2*
28. *Ghani, A. R. A., Fatayan, A., Yatri, I., Qodariah, L. (2020). Evaluation of school-based management implementation (Sbm) in Madrasah Jakarta. https://www.researchgate.net/publication/342079690*
29. *Gomez, A. L. (2022). What is servant leadership and how can it empower you team? https://www.betterup.com/blog/servant-leadership-what-makes-it-different*
30. *González-Falcón, I., García-Rodríguez, M. P., Gómez-Hurtado, I., & Carrasco-Macías, M. J. (2019). The importance of principal leadership and context for school success: insights from '(in)visible school.' School Leadership and Management. https://doi.org/10.1080/13632434.2019.1612355*
31. *Inandi, Y., Tunc, B., & Yucedaglar, A. (2020). The relationship of school administrators' leadership styles with organizational dissent and resistance to change according to perceptions of teachers. https://files.eric.ed.gov/fulltext/ed616907.pdf*
32. *Iqbal, Z., Abid, G., Arshad, M., Ashfaq, F., Athar, M. & Hassan, Q. (2021). Impact of authoritative and laissez-faire leadership on thriving at work: The moderating role of conscientiousness. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8314350/*
33. *Ismael, M. (2023). Governance challenges in the Education system and management of primary schools in Borama, Somaliland. https://issuu.com/paperpublicationsjournals/docs/governance_challenges-10042023-6*
34. *Istiqomah, D. & Hartini, N. (2020). Implementation of servant leadership in new normal policies. https://www.atlantis-press.com/proceedings/icream-20/125952661*
35. *Javier, B. F. (2021). Practices of Filipino public high school teachers on digital teaching and learning technologies during the COVID-19 pandemic: Basis for learning action cell sessions. International Journal of Computing Sciences Research, accepted version. doi: 10.25147/ijcsr.2017.001.1.67*
36. *Kars, M. & Inandi, Y. (2018). Relationship between school principals' leadership behaviors and teachers' organizational trust. https://files.eric.ed.gov/fulltext/EJ1181479.pdf*
37. *Kehr, H., Graff, D. & Bakac, C. (2023). Followers' motives as moderators of the effects of transformational leadership behaviors on follower outcomes and leaders' influence. https://link.springer.com/article/10.1007/s10869-022-09826-y*
38. *Kekana, L. & Makura, A. (2020). The importance of school governing bodies in the effective governance of the public schools: Do women have a role? https://www.ocerints.org/adved20_e-publication/papers/x255.pdf*
39. *Kenton, W. (2023). Servant leadership: Characteristics, pros & cons, example. https://www.investopedia.com/terms/s/servant-leadership.asp*
40. *Komariah, A., Kurniady, D. A., Abdulla, Z., & Sunaegsih, C. (2023). Elementary school principal participative leadership: Coordination in character education implementation. https://doi.org/10.2991/978-2-494069-11-4_ 2*
41. *Lai F. Y., Tang, H., & Lin, C. (2020). Transformational leadership and job performance: The mediating role of work engagement. https://journals.sagepub.com/doi/full/10.1177/2158244019899085*
42. *Mohapi, S. J., & Chombo, S. (2021). Governance collaboration in schools: The perceptions of principals, parents and educators in rural South Africa. https://www.tandfonline.com/doi/full/10.1080/23311886.2021.1994723*
43. *Mshelia, H. & Emmanuel, O. (2022). Leadership styles and their applications for effective school administration. https://ijsmr.in/doc/ijsmr05_16.pdf*
44. *Nicdao M, & Ancho I. (2020). Practices of the stakeholders' involvement in the formulation of school improvement plan. https://so02.tci-thaijo.org/index.php/hasss/article/view/173911*
45. *Oco, R. (2022). Leadership styles of school heads and its relationship to school performance. https://journals.indexcopernicus.com/*

46. *Perez, D. & Lumaad, R. (2021). Educational leadership and management styles of public elementary school heads and level of school-based management of selected schools in Palawan, Philippines. https://media.neliti.com/media/publications/340976-educational-leadership-and-management-st-d646b394.pdf*
47. *Pile J, & Gilchrist L. (2020). Getting clearer: Stakeholders at the heart of education. Getting Smart, 2020. https://www.gettingsmart.com/2020/09/16/gettingclearer-stakeholders-at-the-heart-of-education/*
48. *Pillay, S. & Kikasu, E. (2024). Servant leadership style: A key to effective good governance and sustainable public service delivery in Africa. https://www.scirp.org/journal/paperinformation?paperid=130623#ref9*
49. *Rafique, S., Naz, S., Elahi, K., & Khan, M. (2022). Heads transformational leadership style and its relationship with job satisfaction of university teachers. http://journalppw.com/*
50. *Race, R. (2018). Assessment of the operationalization of the school governing council (SGC) in the schools division of San Pablo City. https://www.researchgate.net/publication/341365101_*
51. *Rosing, F., Boer, D. & Buengeler, C. (2022). When timing is key: How autocratic and democratic leadership relate to follower trust in emergency contexts. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9382123/*
52. *Saepurohman, L. & Satori, D. (2020). The effect of servant leadership on teacher performance. https://www.atlantis-press.com/proceedings/icream-20/125952672*
53. *Saleem, A., Aslam, S., Yin, H., & Rao, C. (2020). Principal leadership styles and teacher job performance: Viewpoint of middle management. https://doi.org/10.3390/su12083390*
54. *Saputra, H. (2020). Principal leadership for school-based management. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3635107*
55. *Sarwar, U., Tariq, R. & Yong, Q. (2022). Principals' leadership styles and its impact on teachers' performance at college level. https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2022.919693/full*
56. *Simmons, N. & Taylor, K. (2019). Leadership for the scholarship of teaching and learning: understanding bridges and gaps in practice. https://www.researchgate.net/deref/https%3A%2F%2Fdoi.org%2F10.5206%2Fcjsotl-rcacea.2019.1.7995*
57. *Steinmann, B., Klug, H., & Maier, G. (2018). The path is the goal: How transformational leaders enhance followers' job attitudes and proactive behavior. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6281759/*
58. *Stone, A. & Patterson, K. (2022). Transformational versus servant leadership: A difference in leader focus. https://www.researchgate.net/publication/238326198_Transformational_versus_Servant_Leadership_A_Difference_in_Leader_Focus*
59. *Sun, R. & Henderson, A. (2017). Transformational leadership and organizational processes: Influencing public performance. https://www.researchgate.net/publication/308625842_*
60. *Supriadi, D., Usman, H., Jabar, A., & Widyastuti, I. (2021). Good school governance: An approach to principal's decision-making quality in Indonesian vocational school. Research in Educational Administration & Leadership, 6(4), 796-831. DOI: 10.30828/real/2021.4.2*
61. *Temitope, A. S., Ahmad, R. & Olanrewaju, A. (2018). Examining the information dissemination process on social media during the Malaysia 2014 floods using social network analysis. https://www.researchgate.net/publication/322939084*
62. *Towler, A. (2019). The qualities of transformational leaders and what distinguishes them from transactional leaders. https://www.ckju.net/en/dossier/qualities-transformational-leaders-and-what-distinguishes-them-transactional-leaders*
63. *Vennebo, K. F. (2019). Leading professional group discussions: A challenge for principals? https://www.duo.uio.no/bitstream/handle/10852/75076/*
64. *Wahyuwardhana, M. & Wisesa, A. (2024). The role of democratic transformational leadership style in supporting clan organizational culture. https://ijcsrr.org/wp-content/uploads/2024/02/49-2002-2024.pdf*
65. *White, S. (2024). What is transformational leadership? A model for motivating innovation. https://www.cio.com/article/228465/what-is-transformational-leadership-a-model-for-motivating-innovation.html*
66. *Woods, P. (2019). Democratic leadership. https://uhra.herts.ac.uk/bitstream/handle/2299/23539/Democratic_Leadership_revised_final_Jan2019.pdf?sequence=1*
67. *Zhang, J., Wang, Y., & Gao, F. (2023). The dark and bright side of laissez-faire leadership: Does subordinates' goal orientation make a difference? https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2023.1077357/full*
68. *Zhao, D. & Wang, L. (2020). School governance structure and its impact on student performance: A comparative study between four provinces of China and the PISA2015 high-scored countries/economies. Best Evidence in Chinese Education, 6(2):825-843.*