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:11 |November 2025 -Peer Reviewed Journal

MANAGERIAL BEHAVIOR AS PREDICTOR OF EDUCATIONAL ENTHUSIASM OF TEACHERS IN GOVERNOR GENEROSO SOUTH DISTRICT, DAVAO ORIENTAL

Mercy Faith G. Lemindog
Master of Arts in Educational Management, Rizal Memorial Colleges, Inc.

Article DOI: https://doi.org/10.36713/epra24745
DOI No: 10.36713/epra24745

ABSTRACT

This study aimed to examine the influence of managerial behavior on the educational enthusiasm of public elementary school teachers in Governor Generoso South District, Davao Oriental, using a non-experimental quantitative design with a descriptive-correlation technique. Simple random sampling was employed, and data were collected from 269 teachers using modified and enhanced adapted survey questionnaires with high reliability and internal consistency. The findings indicate that the extent of managerial behavior is generally rated as extensive, with challenge the process being the most evident and model the way as the least. Similarly, the extent of educational enthusiasm among teachers is rated as moderately extensive, with positive attitude and motivation as the most evident and innovativeness and creativity as the least. A significant positive relationship was observed between managerial behavior and educational enthusiasm, particularly in inspire a shared vision, enable others to act, and encourage the heart. Conversely, model the way and challenge the process showed no significant relationship, suggesting that these leadership behaviors may need further emphasis. Regression analysis confirmed that all five managerial behavior indicators significantly influence educational enthusiasm, with model the way having the strongest influence. The study supports Bass' (1985) Transformational Leadership Theory and Herzberg's Two-Factor Theory (1959) while partially aligning with House's (1971) Path-Goal Theory.

KEYWORDS: *Managerial Behavior; Educational Enthusiasm; Transformational Leadership; Motivation; Leadership Practices*

INTRODUCTION

Managerial practices and behaviors of school administrators significantly affect teachers' motivation and their overall enthusiasm for teaching. Effective school leadership is essential in creating a positive teaching environment and improving educational outcomes. However, many teachers, especially those in rural areas, face challenges such as inadequate administrative support, insufficient professional development opportunities, and unclear communication from their leaders. These challenges can lead teachers to feel undervalued, resulting in lower levels of enthusiasm, reduced commitment, and poorer job performance. Thus, there is a need to address how managerial behaviors may influence teachers' declining motivation, which remains a problematic issue in educational institutions today.

In the United States, teacher enthusiasm remains a significant issue, especially among educators in rural schools. According to Branda (2023), approximately forty five percent of rural teachers reported feeling less motivated due to poor administrative support and inadequate resources. This situation is further supported by the findings of Kasalak and Dağyar (2021), who emphasized that low enthusiasm leads to reduced student achievement and teacher burnout. Limited access to professional development and heavy workloads contribute to decreased motivation levels among rural teachers. Consequently, addressing these challenges requires improved school management, more targeted teacher support, and increased investment in rural education.

In Africa, the low level of educational enthusiasm among teachers can be linked to several systemic and infrastructural problems. According to Kyeremaa (2022), many African teachers face overcrowded classrooms, insufficient teaching materials, and often go without timely salary payments, all of which severely dampen their enthusiasm for the profession. Fuller (2022) pointed out that the lack of professional development and career advancement opportunities further contributes to this issue, leaving teachers feeling undervalued and stagnant in their roles. These conditions not only discourage teachers but also adversely affect the quality of education that students receive. Efforts to enhance teacher enthusiasm must focus on improving working conditions, providing adequate compensation, and ensuring continuous professional growth.

In Asia, particularly in densely populated regions, the challenges of maintaining teacher enthusiasm are often tied to competitive educational systems and cultural expectations. Dewaele and Li (2021) discussed how the societal pressure on students to perform academically also impacts teachers, who face intense scrutiny and high expectations from parents and educational boards. Zhu et al. (2020) added that this can lead to a highly stressful teaching environment where teachers' enthusiasm wanes under the pressure to constantly deliver exceptional results. The lack of autonomy in the curriculum and teaching methods further exacerbates this problem, leading to a decrease in job satisfaction. To counter these challenges, there is a need for policies that support teacher autonomy and acknowledge their professional expertise.

In the Philippines, the decline in teachers' educational enthusiasm is often due to issues such as inadequate salaries, job security concerns, and a high teacher-to-student ratio, which strains teachers both mentally and physically. Baraquia (2020) highlighted that many Filipino teachers are also burdened with non-teaching administrative tasks, further reducing their time and energy for pedagogical duties. According to Gumarang (2021), the bureaucratic nature of the educational system often hinders innovative teaching practices, suppressing teachers' enthusiasm and creativity.

In the researcher's setting, the situation mirrors many of the challenges found in other rural areas globally. Teachers in this region often face isolation, limited access to resources, and minimal professional development opportunities. These challenges are compounded by the geographic isolation of many schools, making it difficult to foster a sense of community and collegial support among teachers. This lack of support and isolation can lead to a decrease in educational enthusiasm, affecting teacher retention and student performance. Solutions in Davao Oriental should focus on building stronger support networks among teachers, enhancing access to professional development, and improving overall working conditions to rekindle teacher enthusiasm and dedication to their profession.

Despite the growing body of research highlighting the importance of managerial behavior in educational settings, there remains a significant gap in understanding its specific impact on the educational enthusiasm of public elementary school teachers, particularly in rural areas like Governor Generoso South District, Davao Oriental. Most existing studies have focused on urban or suburban schools, leaving the unique challenges and dynamics of rural educational environments under explored. Also, there is limited quantitative data that measures the direct predictive power of different managerial behaviors on teachers' enthusiasm and motivation. This lack of focused research makes it difficult to develop targeted strategies that address the specific needs of teachers in Governor Generoso South District. The researcher aims to fill this gap and provide empirical evidence on how managerial practices can influence teacher enthusiasm in this particular rural context.

The urgency to conduct this study in Governor Generoso South District is underscored by the pressing need to improve educational outcomes in a region where teachers often face limited resources and support. Enhancing teachers' educational enthusiasm is crucial for fostering a more engaging and effective learning environment for students. In Governor Generoso South District, the current managerial practices may not fully support the professional growth and motivation of teachers, leading to decreased job satisfaction and higher turnover rates. Addressing this issue promptly through a quantitative study will provide actionable insights that can help school administrators implement effective managerial strategies to boost teacher enthusiasm. Also, timely research in this setting can lead to immediate improvements in teacher support systems, thus, benefiting the entire educational community in Governor Generoso South District and contributing to the overall quality of education in the region.

REVIEW OF SIGNIFICANT LITERATURE

This section covers discussions on variables and their indicators. It includes analyses of concepts, ideas, and perspectives sourced from various authors through a range of books, journals, and electronic platforms.

Managerial Behavior

Managerial behavior of teachers refers to the actions and strategies teachers use to lead and manage both their classrooms and their roles within the school community. It encompasses planning, organizing, directing, and controlling classroom activities to create an effective learning environment and achieve educational goals (Cansoy, 2019). Tindowen (2019) highlights that empowerment moderately influences the managerial behavior of teachers by fostering autonomy, decision-making skills, and professional confidence. The study reveals that empowered teachers exhibit improved organizational behaviors, including enhanced collaboration and leadership within educational settings. Consequently, fostering teacher empowerment is essential for moderately improving their managerial behavior, leading to more effective and cohesive school operations.

Leadership styles and perceptions of the workplace significantly influence teachers' managerial behavior. Abu Nasra and Arar (2020) found that transformational leadership styles positively affect teacher performance by shaping their perceptions of their roles, leading to greater involvement in managerial activities. Similarly, their research shows that leadership that promotes organizational citizenship can encourage teachers to take initiative and collaborate more effectively, thus enhancing their managerial behavior (Arar & Abu Nasra, 2019). This suggest that leadership approaches tailored to meet teachers' professional needs can enhance their ability to handle managerial responsibilities. Therefore, it is crucial to develop leadership practices that consider both the perceptions and roles of teachers within the educational organization to cultivate a more effective and unified teaching staff.

Additionally, teachers' managerial behavior is significantly shaped by their views on leadership and their own self-efficacy, which are pivotal in defining their professional interactions and contributions to the organization. Research by Sakız et al. (2020) demonstrates that teachers' perceptions of their school managers' leadership abilities greatly affect their own confidence levels, which in turn influences their managerial behaviors, including collaboration and decision-making. Similarly, Liebowitz and Porter (2019) highlight that principals' ability to provide clear guidance and create supportive environments can moderately improve teacher performance and school outcomes. These findings indicate that leadership styles that enhance teacher confidence and independence are crucial for fostering better managerial behaviors. Thus, supporting leadership practices that empower teachers is essential for enabling them to assume effective managerial roles within educational settings.

Managerial behavior plays a crucial role in enhancing teachers' educational enthusiasm by influencing their motivation and engagement in professional activities. Yalçınkaya et al. (2021) discovered that the leadership styles and proactive behaviors of school principals significantly boost teacher motivation, thus increasing their career enthusiasm. Similarly, it has been noted that entrepreneurial behavior among teachers, which is often encouraged by supportive managerial practices, leads to greater professional engagement and innovative teaching methods (Ho et al., 2021). Hence, effective managerial behavior creates an environment that motivates teachers to invest more energy and creativity into their roles. Therefore, it is vital to cultivate leadership styles that encourage teacher motivation and support entrepreneurial initiatives to maintain high levels of career enthusiasm.

In addition, professional engagement and psychological well-being, which are influenced by managerial support, significantly contribute to enhancing teachers' career enthusiasm. Karakış (2021) points out that teachers who receive managerial support for their career development aspirations exhibit higher levels of motivation and a deeper commitment to the teaching profession. Moreover, Polizzi Filho and Claro (2019) found that managerial behaviors that promote well-being at work and psychological capital not only reduce turnover intentions but also boost career enthusiasm. It demonstrates that managerial practices focusing on teacher well-being and professional growth result in a more motivated and dedicated teaching workforce.

STATEMENT OF THE PROBLEM

The primary objective of this study was to evaluate the predictive power of managerial behavior on the educational enthusiasm of public elementary school teachers in Governor Generoso South District, Davao Oriental. Hence, the study sought to answer the following questions:

1. What is the extent of managerial behavior of teachers in terms of:
    1.1 model the way;
    1.2 inspire a shared vision;
    1.3 challenge the process;
    1.4 enable others to act; and
    1.5 encourage the heart?
2. What is the extent of educational enthusiasm of teachers in terms of:
    2.1 commitment to professional growth;
    2.2 active engagement in teaching;
    2.3 positive attitude and motivation; and
    2.4 innovativeness and creativity?
3. Is there a significant relationship between managerial behavior and educational enthusiasm of teachers?
4. Which domains of managerial behavior training significantly influence the educational enthusiasm of public elementary school teachers?

METHODOLOGY

This section provided a comprehensive overview of the research design, including details on the research respondents, ethical considerations, research instruments, and procedural steps. It also outlined the methods for data collection and analysis, ensuring a clear framework for the study.

Research Design

Quantitative research design involved systematically collecting and analyzing numerical data to identify patterns, test hypotheses, and measure relationships between variables. This method used statistical tools to ensure objectivity and reliability in the findings (Dannels, 2018). A quantitative research design was ideal for studying the predictive power of managerial behavior on educational enthusiasm because it allowed for precise measurement of both managerial behaviors and teacher enthusiasm. By using statistical techniques, the study objectively determined the strength and direction of the relationship between these variables. This approach facilitated the identification of significant predictors, enabling the development of evidence-based strategies to enhance teacher motivation and performance.

On one hand, descriptive research methods focused on accurately describing characteristics of a population or phenomenon without manipulating any variables. This approach involved collecting detailed information through observations, surveys, and other data-gathering techniques (Salkind, 2010). Descriptive methods were suitable for the initial phase of this study as they provided a comprehensive overview of the current levels of managerial behavior and educational enthusiasm among public elementary school teachers. By detailing these characteristics, the research established a clear baseline that helped identify trends and areas needing improvement. This foundational understanding was essential for designing subsequent analyses that explored how specific managerial behaviors predicted teacher enthusiasm.

On the other hand, correlational research examined the relationship or association between two or more variables to determine if a statistically significant correlation existed. This method quantified the degree to which variables were related without inferring causation (Krause, 2018). Using a correlational research approach was beneficial for this study as it helped identify and quantify the relationship between managerial behavior and educational enthusiasm among teachers. By establishing whether a correlation existed and its strength, the study highlighted which managerial behaviors were most closely linked to increased teacher enthusiasm. This insight was crucial for developing targeted interventions and leadership training programs that aimed to boost teacher motivation and enhance educational outcomes.

Research Respondents

The study involved a sample of 269 public elementary school teachers, selected from an estimated total of 820 teachers in Governor Generoso South District, Davao Oriental. This sample size was determined using the Slovin Formula, a statistical tool commonly used to calculate an appropriate sample size based on the population size and desired margin of error. By applying this formula, the study aimed to achieve a representative sample that accurately reflected the broader population of teachers in the district. Selecting 269 respondents ensured that the findings were reliable and generalizable to all public elementary school teachers in Governor Generoso South District.

Several inclusion criteria were established to ensure that the selected respondents were appropriate for the study's objectives. Only full-time public elementary school teachers who were currently employed in Governor Generoso South District were considered eligible to participate. Teachers who had been in their current position for at least one academic year were prioritized to ensure they had sufficient experience and familiarity with the school's managerial practices. Additionally, respondents were required to provide informed consent and voluntarily agree to participate in the study without any coercion. By adhering to these criteria, the researcher ensured that the sample consisted of knowledgeable and committed teachers who could provide meaningful and relevant insights into the influence of managerial behavior on their educational enthusiasm.

The selection of respondents was carried out using the simple random sampling technique. This method ensured that every respondent in the target population had an equal chance of being chosen, thereby minimizing selection bias and promoting fairness in the sampling process (Meng, 2013). First, the researcher compiled a comprehensive list of all 820 public elementary school teachers in Governor Generoso South District. Each teacher was assigned a unique number, and a random number generator was used to select the 269 respondents from this list. This systematic approach guaranteed that the sample was representative of the entire teacher population, allowing for unbiased and accurate results in the study.

Research Instrument

The researcher used an adapted and modified survey questionnaire to suit the current investigation. It was pilot tested in a nearby school and achieved a Cronbach's alpha value greater than 0.700, indicating that the questionnaires had a high level of internal consistency. The scaling was done by having one-half of the value of 5 as the average cut-off point or the fair level, with a uniform interval of 0.80. Before the administration of the instrument, it was subjected to validation by three experts, and was revised according to their expert comments.

The first part measured the managerial behavior of teachers. This questionnaire was composed of 25 statements that were divided among the domains: model the way, inspire a shared vision, challenge the process, enable others to act, and encourage the heart. Responses were collected using a 5-point Likert scale to assess the extent of agreement or disagreement with each statement, with subsequent analysis based on predefined ranges of means that categorized the data effectively.

Data Analysis

The following statistical tools were utilized by the researcher in processing the gathered data:

Weighted Mean

This was used to evaluate the extents of managerial behavior and educational enthusiasm of teachers. It provided answers to SOP 1 and 2.

Pearson Product-Moment Correlation
In this study, this measured the strength and direction of the relationship between managerial behavior and educational enthusiasm of teachers. It provided an answer to SOP 3.

RESULTS AND DISCUSSIONS
This chapter presents the results generated from the data gathered. It is sequenced based on the objectives of the study as presented in the first chapter. Thus, it presents the extents of supportive behavior of school heads and faculty teamwork among public elementary school teachers; the significant relationship among these variables; and the influence of supportive behavior of school heads on the faculty teamwork among public elementary school teachers in Governor Generoso South North District, Davao Oriental.

Managerial Behavior of Teachers
The managerial behavior of teachers in Governor Generoso South North District, Davao Oriental is measured in terms of model the way, inspire a shared vision, challenge the process, enable other to act, and encourage the heart. The extent of this variable and its domain is presented below.

Model the Way
On Table 1, results reveal that the managerial behavior of teachers in terms of model the way is generally rated as moderately extensive, with an overall mean score of 3.28. This rating indicates that teachers demonstrate ethical behavior, set clear standards, and lead by example in their professional activities, but they do so at a moderate level. Such managerial behavior is essential for creating a positive and consistent learning environment, as it enables teachers to serve as role models for their students and peers. According to Nielsen (2019), effective leadership in educational settings is characterized by teachers who model ethical behavior and demonstrate commitment to continuous improvement, which positively influences both students and colleagues. Similarly, Ufnar and Shepherd (2019) emphasized that when teachers model ethical practices, they reinforce professional standards and contribute to a culture of accountability and moral leadership in schools.

The range of means for the specific statements on model the way varies from 3.09 to 3.39. The highest-rated statement is Showing commitment to personal and professional improvement, rated as moderately extensive with a mean score of 3.39. Conversely, the lowest-rated statement is Upholding school policies and values consistently, with a mean of 3.09, also rated as moderately extensive. This finding aligns with the observations of Bellibaş and Gümüş (2019), who emphasized that while many educators aspire to model ethical behavior, maintaining consistent adherence to institutional policies can be challenging due to varying circumstances and expectations. These results suggest that schools may consider providing targeted training sessions to help teachers strengthen their consistency in upholding school policies while maintaining a strong focus on ethical leadership.

CONCLUSIONS AND RECOMMENDATIONS
This part of the paper presents the conclusion and recommendation of the researcher. The discussion is supported by the literature presented in the first chapters and the conclusion is in accordance with statements of the problem presented in this study.

This study primarily aimed to determine the predictive power of managerial behavior on the educational enthusiasm of public elementary school teachers in Governor Generoso South District, Davao Oriental. Employing a quantitative research design with a descriptive-correlation approach, the study involved 269 elementary school teachers from the Governor Generoso South District. These participants were selected using a simple random sampling method. To gather data, the researcher utilized modified and enhanced adapted survey questionnaires, which were pilot-tested in a nearby school to confirm their high reliability and internal consistency.

The extent of faculty teamwork among public elementary school teachers in Governor Generoso South District, Davao Oriental, is generally rated as extensive, reflecting that teachers consistently collaborate and support one another in their educational responsibilities. Among the indicators, peer observation and feedback are the most evident, indicating that teachers frequently engage in observing each other's classes and providing constructive feedback. In contrast, resource sharing is the least evident, suggesting that teachers may benefit from more structured opportunities to exchange teaching materials and best practices.

The extent of educational enthusiasm among teachers in Governor Generoso South District, Davao Oriental, is generally rated as moderately extensive, suggesting that teachers demonstrate moderate levels of commitment, engagement, and motivation in their teaching roles. Among the indicators, positive attitude and motivation are the most evident, reflecting that teachers generally maintain a positive outlook and motivate students effectively. Conversely, innovativeness and creativity are the least evident, indicating that teachers may require further support in developing and implementing creative teaching strategies.

The findings reveal a significant positive relationship between managerial behavior and educational enthusiasm among teachers in Governor Generoso South District, Davao Oriental, indicating that teachers who perceive strong leadership from their school heads are more likely to demonstrate enthusiasm for teaching. Specifically, inspire a shared vision, enable others to act, and encourage the heart show significant positive relationships with educational enthusiasm, reflecting that teachers are more motivated when they are inspired, empowered, and emotionally supported by their leaders. On the other hand, model the way and challenge the process do not significantly relate to educational enthusiasm, suggesting that these leadership behaviors may need further emphasis to directly enhance teachers' motivation.

Also, the regression analysis confirms that model the way, inspire a shared vision, challenge the process, enable others to act, and encourage the heart significantly influence educational enthusiasm among teachers. Among these indicators, model the way has the strongest influence, highlighting that teachers are most inspired when their leaders demonstrate ethical behavior and serve as role models. This suggests that school heads who consistently model positive behavior and values can significantly enhance teachers' enthusiasm for teaching. Additionally, the study reveals that managerial behavior is a strong predictor of educational enthusiasm, with a high adjusted R^2 value indicating that a significant portion of the variance in educational enthusiasm can be explained by the combined influence of the five managerial behavior indicators. This highlights the critical role of leadership in shaping teachers' motivation, suggesting that school heads who demonstrate effective managerial behavior can significantly enhance teachers' commitment and enthusiasm for teaching.

Conclusions

Based on the findings of this study several conclusions were generated: The findings conclude that the extent of faculty teamwork among public elementary school teachers in Governor Generoso South District, Davao Oriental, is generally rated as extensive, indicating that teachers consistently collaborate in planning, peer observation, joint problem-solving, and resource sharing. This implies that teachers maintain a strong culture of mutual support, learning from one another, and working together to achieve common goals. Schools are encouraged to provide more structured opportunities for resource sharing, which has the lowest mean, to further enhance collaborative practices.

The findings also conclude that the extent of educational enthusiasm among teachers in Governor Generoso South District, Davao Oriental, is generally rated as moderately extensive, indicating that teachers demonstrate moderate levels of commitment, engagement, and motivation in their teaching roles. This suggests that teachers maintain a generally positive attitude but may benefit from further support in enhancing their creativity and commitment to professional growth. Schools are encouraged to provide targeted training and workshops to inspire teachers to innovate and explore new instructional strategies.

The findings further reveal a significant positive relationship between managerial behavior and educational enthusiasm among teachers, indicating that teachers who perceive strong leadership from their school heads are more likely to demonstrate enthusiasm for teaching. This suggests that supportive and inspirational leadership practices directly enhance teachers' motivation and engagement in their teaching roles. Schools are encouraged to maintain a strong focus on leadership practices that inspire, empower, and recognize teachers.

Moreover, the regression analysis confirms that model the way, inspire a shared vision, challenge the process, enable others to act, and encourage the heart significantly influence educational enthusiasm among teachers. This implies that teachers who perceive their leaders as ethical role models, who inspire, empower, and support them, are more likely to be enthusiastic about their teaching roles. Schools are recommended to provide leadership training programs that emphasize ethical leadership, vision setting, empowerment, and recognition. The findings support Bass' (1985) Transformational Leadership Theory, which emphasizes that leaders who inspire, empower, and support their team members can enhance their motivation and performance. The results also partially support House's (1971) Path-Goal Theory, which suggests that leaders who provide clear guidance and support can enhance followers' motivation. Also, the findings are consistent with Herzberg's Two-Factor Theory (1959), which emphasizes that recognition, achievement, and personal growth are key motivators for employees.

Recommendations

Based on the findings and conclusions generated from the study, the researcher recommends the following: DepEd Officials. DepEd Officials in Governor Generoso South District, Davao Oriental may enhance resource sharing among teachers, which shows the lowest mean among the indicators of faculty teamwork. Schools can establish a structured system for sharing teaching materials, digital tools, and best practices, allowing teachers to exchange ideas more effectively. Regular collaborative sessions where teachers share educational resources and teaching strategies can further promote mutual support and professional growth.

School Administrators. School administrators may focus on enhancing teachers' commitment to professional growth, which shows the lowest mean among the indicators to further strengthen teachers' educational enthusiasm in Governor Generoso South District, Davao Oriental. Schools can offer targeted training programs, peer mentoring, and professional development

opportunities that directly address teachers' interests and needs. Encouraging teachers to set personal and professional goals can also foster a sense of purpose and continuous improvement.

Adding more school administrators may prioritize demonstrating strong ethical leadership and integrity in their actions. Leadership training programs can be implemented to enhance school heads' ability to model ethical behavior, set clear expectations, and lead by example. This approach will help create a positive school culture where teachers are inspired to maintain high professional standards.

Moreover, they are advised to enhance the quality and relevance of these training sessions. School leaders can conduct a needs assessment among teachers to identify the most relevant topics and ensure that professional development sessions are collaborative, interactive, and directly applicable to classroom practices. This approach will make training sessions more impactful and promote a culture of shared learning among teachers.

REFERENCES

1. *Abu Nasra, M., & Arar, K. (2020). Leadership style and teacher performance: mediating role of occupational perception. International Journal of Educational Management, 34(1), 186-202. https://www.emerald.com/insight/content/doi/10.1108/ijem-04-2019-0146/full/html.*
2. *Al-Oliemat, A. (2019). Motivation and attitudes towards learning English among Saudi female English majors at Dammam University. International Journal of Language and Literature, 7(1), 121-137.*
3. *Angura, D. A. (2020). New Primary School Principals' Understandings and Practice of Instructional Leadership in Ethiopia (Doctoral dissertation, Walden University). https://www.proquest.com/openview/45fdf7a2c70aedd509383ca1b3fa672d/1?pq-origsite=gscholar&cbl=44156.*
4. *Arar, K., & Abu Nasra, M. (2019). Leadership style, occupational perception and organizational citizenship behavior in the Arab education system in Israel. Journal of Educational Administration, 57(1), 85-100. https://www.emerald.com/insight/content/doi/10.1108/jea-08-2017-0094/ful l/html.*
5. *Baker, S., Decman, J., & Willis, J. M. (2019). Talk or walk: School principals and shared instructional leadership. School Leadership Review, 15(1), 17. https://scholarworks.sfasu.edu/slr/vol15/iss1/17/.*
6. *Baraquia, L. (2020). Development of a Teacher Grit Scale (TGS): Predicting the performance of educators in the Philippines. Baraquia, L.(2020). Development of a Teacher Grit Scale (TGS): Predicting the performance of educators in the Philippines. The New Educational Review, 60(2), 165-177.*
7. *Bashir, M. S., Haider, S., Asadullah, M. A., Ahmed, M., & Sajjad, M. (2020). Moderated mediation between transformational leadership and organizational commitment: The role of procedural justice and career growth opportunities. Sage Open, 10(2), 2158244020933336. https://journals.sagepub.com/doi/full/10.1177/2158244020933336.*
8. *Bellibaş, M. Ş., & Gümüş, S. (2019). A systematic review of educational leadership and management research in Turkey: Content analysis of topics, conceptual models, and methods. Journal of Education Administration, 57(6), 731-747. https://www.emerald.com/insight/content/doi/10.1108/jea-01-2019-0004/full/html.*
9. *Bellibaş, M. Ş., Gümüş, S., & Liu, Y. (2021). Does school leadership matter for teachers' classroom practice? The influence of instructional leadership and distributed leadership on instructional quality. School effectiveness and school improvement, 32(3), 387-412. https://www.tandfonline.com/doi/abs/10.1080/09243453.2020.1858119.*
10. *Bernadine, G. G. K. (2019). Challenges faced by educators in the implementation of Continuing Professional Teacher Development (CPTD): Gauteng Province. Teacher Education in the 21st century, 1-12.*
11. *Bockelmann, T. (2021). The effects of a shared vision of teacher leadership on classroom teachers' instruction. https://red.mnstate.edu/thesis/470/.*
12. *Booth, J., Coldwell, M., Müller, L. M., Perry, E., & Zuccollo, J. (2021). Mid-career teachers: A mixed methods scoping study of professional development, career progression and retention. Education Sciences, 11(6), 299. https://www.mdpi.com/2227-7102/11/6/299.*
13. *Branda, P. S. (2023). Teachers' Enthusiasm for Teaching Middle School: A Qualitative Descriptive Study (Doctoral dissertation, Northcentral University). https://www.proquest.com/openview/3e28ae594cdfb12b2e72ed5d258220ea/1?pq-origsite=gscholar&cbl=18750&diss=y.*
14. *Cansoy, R. (2019). The Relationship between School Principals' Leadership Behaviours and Teachers' Job Satisfaction: A Systematic Review. International Education Studies, 12(1), 37-52. https://eric.ed.gov/?id=EJ1201517.*
15. *Çayak, S. (2021). The effect of sustainable leadership behaviors of school principals on teachers' organizational commitment and job satisfaction. Discourse and Communication for Sustainable Education,12(1),102-120. https://sciendo.com/article/10.2478/dcse-2021-0008.*
16. *D'Emidio-Caston, M. (2019). Addressing social, emotional development, and resilience at the heart of teacher education. Teacher Education Quarterly, 46(4), 116-149. https://www.jstor.org/stable/26841579.*
17. *Dannels, S. A. (2018). Research design. In The reviewer's guide to quantitative methods in the social sciences (pp. 402-416). Routledge.*
18. *Delfino, A. P. (2019). Student engagement and academic performance of students of Partido State University. Asian Journal of University Education, 15(1), n1. https://eric.ed.gov/?id=EJ1222588.*
19. *Dewaele, J. M., & Li, C. (2021). Teacher enthusiasm and students' social-behavioral learning engagement: The mediating role of student enjoyment and boredom in Chinese EFL classes. Language Teaching Research, 25(6), 922-945.*
20. *Fuller, M. (2022). Exploring the differences in motives influencing the choice of teaching as a career for student, early, and late-career teachers in England and South Africa (Doctoral dissertation, University of East Anglia).*

21. *Guliyev, G., Avci, T., Öztüren, A., & Safaeimanesh, F. (2019). Effects of professionalism on employee satisfaction and organizational commitment at five star hotels in Baku. Journal of East European Management Studies, 24(3), 423-446. https://www.jstor.org/stable/26778306.*
22. *Gumarang, B. (2021). Private school teacher's voice in the Philippines amidst Covid-19 pandemic: A descriptive phenomenological study. International Research Journal of Science, Technology, Education, and Management, 1(2), 170-183.*
23. *Hallinger, P., Gümüş, S., & Bellibaş, M. Ş. (2020). 'Are principals instructional leaders yet?'A science map of the knowledge base on instructional leadership, 1940–2018. Scientometrics, 122(3), 1629-1650. https://link.springer.com/article/10.1007/s11192-020-03360-5.*
24. *Hardman, J. (2019). Towards a pedagogical model of teaching with ICTs for mathematics attainment in primary school: A review of studies 2008–2018. Heliyon, 5(5).https://www.cell.com/heliyon/fulltext/S2405-8440(19)33462-0.*
25. *Haufiku, I., Mashebe, P., & Abah, J. (2022). Teaching challenges of english second language teachers in senior secondary schools in the ohangwena region, Namibia. Creative Education, 13(6), 1941-1964. https://www.scirp.org/journal/paperinformation?paperid=117949.*
26. *Hipolite, J. (2019). Teachers" Strategies in Addressing Challenges of Implementing Competence-Based Curriculum: The Case of Selected Public Secondary Schools in Morogoro Municipality. Unpublished Master's Thesis, Mzumbe University in Tanzania. https://scholar.mzumbe.ac.tz/500.*
27. *Ho, C. S. M., Lu, J., & Bryant, D. A. (2021). Understanding teacher entrepreneurial behavior in schools: Conceptualization and empirical investigation. Journal of Educational Change, 1-30. https://link.springer.com/article/10.1007/s10833-020-09406-y.*
28. *Holec, V., & Marynowski, R. (2020). Does it matter where you teach? Insights from a quasi-experimental study of student engagement in an active learning classroom. https://opus.uleth.ca/items/10ce8dd4-26e1-4aef-baf2-af9b5ef3cd6e.*
29. *Huang, X., Chin-Hsi, L., Mingyao, S., & Peng, X. (2021). What drives teaching for creativity? Dynamic componential modelling of the school environment, teacher enthusiasm, and metacognition. Teaching and Teacher Education, 107, 103491. https://www.sciencedirect.com/science/article/abs/pii/S0742051X2100216X.*
30. *Islam, M. A., Haji Mat Said, S. B., Umarlebbe, J. H., Sobhani, F. A., & Afrin, S. (2022). Conceptualization of head-heart-hands model for developing an effective 21st century teacher. Frontiers in Psychology, 13, 968723. https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.202 2.968723/full.*
31. *Juliana, N. O., Hui, H. J., Clement, M., Solomon, E. N., & Elvis, O. K. (2021). The impact of creativity and innovation on entrepreneurship development: evidence from Nigeria. Open Journal of Business and Management, 9(4), 1743-1770. https://www.scirp.org/journal/paperinformation?paperid=110573.*
32. *Karakış, Ö. (2021). Relationship between professional engagement, career development aspirations and motivation towards the teaching profession of prospective teachers. Participatory Educational Research, 8(2), 308-329. https://dergipark.org.tr/en/pub/per/article/748863.*
33. *Kasalak, G., & Dağyar, M. (2021). Teacher burnout and demographic variables as predictors of teachers' enthusiasm. Participatory Educational Research, 9(2), 280-296. https://dergipark.org.tr/en/pub/per/issue/64928/931163.*
34. *Krause, M. S. (2018). Associational versus correlational research study design and data analysis. Quality & Quantity, 52(6), 2691-2707.*
35. *Kunnen, E. S., Ten Hoeve, Y., & Brouwer, J. (2024). Turning Points in Professional Commitment Development: The Case of Novice Nurses. Identity, 1-16. https://www.tandfonline.com/doi/full/10.1080/15283488.2024.2321472.*
36. *Kyeremaa, A. (2022). Assessment of preservice business teachers' teaching passion and perseverance: A preliminary teaching requirement (Doctoral dissertation, University of Cape Coast).*
37. *Lee, A., Legood, A., Hughes, D., Tian, A. W., Newman, A., & Knight, C. (2020). Leadership, creativity and innovation: A meta-analytic review. European Journal of Work and Organizational Psychology, 29(1), 1-35. https://www.tandfonline.com/doi/abs/10.1080/1359432X.2019.1661837.*
38. *Lewis, M. A. (2019). Administrators' instructional leadership perspective of the role of instructional coaches and teacher librarians: A comparative examination. School Libraries Worldwide, 25(2), 16-33. https://journals.library.ualberta.ca/slw/index.php/slw/article/view/8240.*
39. *Liebowitz, D. D., & Porter, L. (2019). The effect of principal behaviors on student, teacher, and school outcomes: A systematic review and meta-analysis of the empirical literature. Review of Educational Research, 89(5), 785-827. https://journals.sagepub.com/doi/abs/10.3102/0034654319866133.*
40. *Lombardi, D., Shipley, T. F., & Astronomy Team, Biology Team, Chemistry Team, Engineering Team, Geography Team, Geoscience Team, and Physics Team. (2021). The curious construct of active learning. Psychological Science in the Public Interest, 22(1), 8-43. https://journals.sagepub.com/doi/abs/10.1177/1529100620973974.*
41. *Lovat, T. (2019). The art and heart of good teaching: Values as the pedagogy. Springer. https://link.springer.com/book/10.1007/978-981-32-9054-9.*
42. *Mabrur, I. A. M. (2022). Investigating Indonesian Junior High Scholl Students Attitude and Motivation towards English Language Learning (Doctoral dissertation, Master Thesis, University of Muhammadiyah Purwokerto).*
43. *Mazana, Y. M., Suero Montero, C., & Olifage, C. R. (2019). Investigating students' attitude towards learning mathematics. https://erepo.uef.fi/handle/123456789/7398.*
44. *Meng, X. (2013). Scalable simple random sampling and stratified sampling. In International conference on machine learning (pp. 531-539). PMLR.*
45. *Metz, S., Piro, J. S., Nitowski, H., & Cosentino, P. (2019). Transformational leadership: Perceptions of building-level leaders. Journal of School Leadership, 29(5), 389-408.https://journals.sagepub.com/doi/abs/10.1177/1052684619858843.*

46. *Nielsen, S. S. (2019). Teaching for Modelling Competence (Doctoral dissertation, Ph. d.-afhandling. Københavns Universitet. https://www.ind.ku.dk/begivenheder/2019/sanne-schnell-nielsen/SchnellNielsen-Thesis.pdf). https://www.ind.ku.dk/publikationer/inds_skriftserie/nr.-622022-teaching-for-modelling-competence/Skriftserie_nr_62.pdf.*
47. *Nja, C. O., Orim, R. E., Neji, H. A., Ukwetang, J. O., Uwe, U. E., & Ideba, M. A. (2022). Students' attitude and academic achievement in a flipped classroom. Heliyon, 8(1). https://www.cell.com/heliyon/fulltext/S2405-8440(22)00080-9.*
48. *Nurhayati, D. A. W. (2019). Students' Perspective on Innovative Teaching Model Using Edmodo in Teaching English Phonology: A Virtual Class Development. Dinamika Ilmu, 19(1), 13-35. https://eric.ed.gov/?id=EJ1217826.*
49. *Pérez-Ortega, G., & Moreno-Freites, Z. (2019). Model of relationship of transformational leadership and university management. Dyna, 86(210), 9-16. http://www.scielo.org.co/scielo.php?pid=S0012-73532019000300009&script=sci_arttext&tlng=en.*
50. *Pineda-Báez, C., Bauman, C., & Andrews, D. (2020). Empowering teacher leadership: a cross-country study. International Journal of Leadership in Education. https://www.tandfonline.com/doi/10.1080/13603124.2018.1543804.*
51. *Polizzi Filho, A., & Claro, J. A. (2019). The impact of well-being at work and psychological capital over the turnover intention: A study of teachers. RAM. Revista de Administração Mackenzie, 20, eRAMG190064.*
52. *Pourshafei, H., & Jafari, F. (2024). The Role of Job Motivation in Shaping Innovative Behavior: The Mediating Role of Job Enthusiasm Among Elementary School Teachers in Birjand. Journal of Socio-Cultural Studies of Khorasan, 18(3), 91-126. https://www.farhangekhorasan.ir/article_206542_en.html?lang=en.*
53. *Qadach, M., Schechter, C., & Da'as, R. A. (2020). Instructional leadership and teachers' intent to leave: The mediating role of collective teacher efficacy and shared vision. Educational Management Administration & Leadership, 48(4), 617-634. https://journals.sagepub.com/doi/abs/10.1177/1741143219836683.*
54. *Roopchund, R., Ramesh, V., & Jaunky, V. (2019). Use of social media for improving student engagement at université des mascareignes (udm). In Information Systems Design and Intelligent Applications: Proceedings of FifthInternational Conference INDIA 2018 Volume 2 (pp. 11-20). Springer Singapore.https://link.springer.com/chapter/10.1007/978-981-13-3338-5_2.*
55. *Sakız, H., Ekinci, A., & Sarıçam, H. (2020). Teachers' perceptions of their school managers' skills and their own self-efficacy levels. International Journal of Leadership in Education, 23(5), 585-603. https://www.tandfonline.com/doi/abs/10.1080/13603124.2018.1562094.*
56. *Salkind, N. J. (Ed.). (2010). Encyclopedia of research design (Vol. 1). sage.*
57. *Sharif, R. (2019). The relations between acculturation and creativity and innovation in higher education: A systematic literature review. Educational Research Review, 28, 100287. https://www.sciencedirect.com/science/article/abs/pii/S1747938X1830252 5.*
58. *Shujahat, M., Sousa, M. J., Hussain, S., Nawaz, F., Wang, M., & Umer, M. (2019). Translating the impact of knowledge management processes into knowledge-based innovation: The neglected and mediating role of knowledge-worker productivity. Journal of business research, 94, 442-450. https://www.sciencedirect.com/science/article/abs/pii/S014829631730440X.*
59. *Tindowen, D. J. (2019). Influence of empowerment on teachers' organizational behaviors.European Journal of Educational Research, 8(2), 617-631. https://dergipark.org.tr/en/pub/eujer/issue/44616/554252.*
60. *Uddin, M. A., Priyankara, H. R., & Mahmood, M. (2020). Does a creative identity encourage innovative behaviour? Evidence from knowledge-intensive IT service firms. European Journal of Innovation Management, 23(5), 877-894. https://www.emerald.com/insight/content/doi/10.1108/ejim-06-2019-0168/f ull/html.*
61. *Ufnar, J. A., & Shepherd, V. L. (2019). The scientist in the classroom partnership program: An innovative teacher professional development model. Professional Development in Education, 45(4), 642-658. https://www.tandfonline.com/doi/abs/10.1080/19415257.2018.1474487.*
62. *Uslukaya, A., Demirtas, Z., & Alanoglu, M. (2024). The relationship of trust in the principal and servant leadership's interaction with work engagement and teacher passion: a multilevel moderated mediation analysis. Current Psychology, 1-17. https://link.springer.com/article/10.1007/s12144-024-06926-1.*
63. *van Rooij, E. C. M., Fokkens-Bruinsma, M., & Goedhart, M. (2019). Preparing science undergraduates for a teaching career: Sources of their teacher self-efficacy. The Teacher Educator, 54(3), 270-294. https://www.tandfonline.com/doi/full/10.1080/08878730.2019.1606374.*
64. *Vos, L., & Armstrong, K. (2019). Context and process challenges associated with supervising postgraduate dissertations: An example from marketing. The International Journal of Management Education, 17(1), 47-61. https://www.sciencedirect.com/science/article/abs/pii/S1472811717301660.*
65. *Wang, X. (2022). The relationship between flow experience and teaching well-being of university music teachers: the sequential mediating effect of work passion and work engagement. Frontiers in Psychology, 13, 989386. https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2022.989386/full.*
66. *Washington, J. D. (2020). Teacher Perception of Administrators' Leadership Qualities Based on the Administrator's Biological Sex. https://digitalcommons.liberty.edu/doctoral/2380/.*
67. *Wessels, E., & Wood, L. (2019). Fostering teachers' experiences of well-being: A participatory action learning and action research approach. South African Journal of Education, 39(1). https://www.ajol.info/index.php/saje/article/view/184906.*
68. *Winkler, N. E. (2020). Millennial organizational commitment through servant leadership and perceived career growth opportunities: A mediation analysis (Doctoral dissertation, Alliant International University). https://www.proquest.com/openview/c8eaf2dfeef269ca6576efec0e4af197/1?pq-origsite=gscholar&cbl=18750&diss=y.*
69. *Yalçınkaya, S., Dağlı, G., Altınay, F., Altınay, Z., & Kalkan, Ü. (2021). The effect of leadership styles and initiative behaviors of school principals on teacher motivation. Sustainability, 13(5), 2711.*

https://www.mdpi.com/2071-1050/13/5/2711.

70. *Yan, X. Q., Zhou, Y. Y., Zhang, K., & Cui, G. Y. (2023). Perceived teacher enthusiasm and professional commitment: The mediating role of boredom and learning engagement. Psychology Research and Behavior Management, 1149-1163. https://www.tandfonline.com/doi/full/10.2147/PRBM.S400137.*
71. *Yuliawati, L., & Teonata, A. (2022). Stay in a career? Personal growth initiative, career commitment, calling among millennials. https://dspace.uc.ac.id/bitstream/handle/123456789/6208/Plagiarism6208.pdf?sequence=2.*
72. *Zhoc, K. C., Webster, B. J., King, R. B., Li, J. C., & Chung, T. S. (2019). Higher education student engagement scale (HESES): Development and psychometric evidence. Research in Higher Education, 60, 219-244. https://link.springer.com/article/10.1007/s11162-018-9510-6.*
73. *Zhou, Y., Chen, S., Deng, X., Wang, S., & Shi, L. (2023). Self-efficacy and career resilience: the mediating role of professional identity and work passion in kindergarten teachers. Journal of Psychology in Africa, 33(2), 165-170. https://www.tandfonline.com/doi/abs/10.1080/14330237.2023.2207052.*
74. *Zhu, G., Rice, M., Rivera, H., Mena, J., & Van Der Want, A. (2020). 'I did not feel any passion for my teaching': a narrative inquiry of beginning teacher attrition in China. Cambridge Journal of Education, 50(6), 771-791.*
75. *Zulfikar, T., Dahliana, S., & Sari, R. A. (2019). An Exploration of English Students' Attitude towards English Learning. English Language Teaching Educational Journal, 2(1), 1-12. https://eric.ed.gov/?id=EJ1283014.*
76. *Žydžiūnaitė, V., & Arce, A. (2021). Being an innovative and creative teacher: passion-driven professional duty. Creativity Studies, 14(1), 125-144. https://jau.vgtu.lt/index.php/CS/article/view/14087.*