Original Research Article

**FUTURISTIC LEADERSHIP PRACTICES AND PARTICIPATORY GOOD GOVERNANCE OF PUBLIC ELEMENTARY SCHOOLS**

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ABSTRACT

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| This study was conducted to determine the in futuristic leadership practices and participatory good governance of teachers in public elementary schools in Dujali District, Division of Davao Del Norte. This study used the non-experimental quantitative research design utilizing correlational method. The respondents of this study were composed of 131 teachers in public elementary school using the universal sampling. The data analysis were used are the mean, pearson r and regression analysis. It was concluded that the level of on futuristic leadership practices of teachers in public elementary schools was high and manifested oftentimes. Meanwhile, the level of participatory good governance of teachers in public elementary schools was high and manifested oftentimes. It was found out that there was significant relationship between on futuristic leadership practices and participatory good governance of teachers in public elementary schools. It was proved further that the domains of on futuristic leadership practices was significantly influence with participatory good governance of teachers in public elementary schools in Dujali District, Division of Davao Del Norte. It was recommended that enriched by the school heads such as reminding the teachers to practice professional ethics in school and meeting the needs of the students by creating pleasant surroundings, a friendly atmosphere and an inspiring environment should be provided an information to all school administrators. |

*Keywords*: Futuristic leadership practices, participatory good governance

1. INTRODUCTION

School aims are heavily influenced by pressures and stresses originating from both internal and external environments, particularly regarding futuristic leadership practices and the collective security employed by school teachers. Many school administrators tend to resist altering traditional leadership practices, which often limits the school’s ability to independently define its educational goals.

Consequently, institutions frequently find themselves tasked more with interpreting external mandates than with making decisions based on their own assessment of student needs through the application of transformational leadership practices and collective security within their respective contexts. The central issue lies in the extent to which school managers can adapt transformational leadership approaches and develop alternative strategies grounded in school-level values and vision (Mafe, 2023).

Participatory good governance encompasses theories emphasizing that power and decision-making should be shared among some or all members of an organization (Bussu et al., 2022). This model assumes that educational organizations formulate policies and make decisions through discussions that aim for consensus. Power is thus distributed among members who ideally share an understanding of the institution’s goals. However, conflicts often arise in educational leadership when power is abused or misused.

Since the 1980s, participatory good governance and the concept of collective security have gained popularity in academic and official literature on educational management. Despite its theoretical appeal, participatory decision-making can be slow and cumbersome. Policies requiring approval from multiple committees often result in lengthy, complex, and time-consuming processes. Several English primary school teachers interviewed by Stone (2023) described meetings as lengthy affairs where discussions tend to drag on.

A fundamental assumption of collective security is that decisions are reached through consensus, with outcomes reflecting shared values and participatory governance. In practice, however, teachers bring diverse perspectives and represent different constituencies within the school, which can create factionalism and disagreements within committees (Gallagher, 2021).

The effectiveness of participatory good governance must be evaluated in light of the unique features of educational institutions. Participative decision-making coexists with the bureaucratic and structural elements of schools, often generating tension between collaborative processes and hierarchical authority. While participatory governance relies on the professional expertise of staff, it seldom overrides the formal authority of official leaders or external regulatory bodies. Bergman and Fredén (2023) argues that collegiality often becomes subordinate to an increasingly centralized bureaucracy.

Sustaining participatory governance in schools can be challenging because principals remain accountable to external stakeholders. They may find it difficult to defend policies developed through participatory processes if those policies lack their personal endorsement. Westheimer (2022) contends that teachers must be genuinely courageous to empower democratic forums whose decisions may conflict with the head teacher’s own views.

In the Philippines, collective security norms are so strong that principals often obscure realities rather than present them transparently. Ideals about participatory governance are frequently conflated with actual practices, resulting in a gap between rhetoric and reality (Botha, 2025). The literature on participatory governance often confuses normative ideals with descriptive realities. For example, the concept of round-table decision-making rarely mirrors the actual leadership dynamics in most institutions (Bossi &Bossi, 2025). This discrepancy contributes to the perennial problem of misrepresenting leadership realities in schools.

The success of participatory governance depends largely on staff attitudes. Active support from teachers can facilitate its success, while apathy or resistance tends to ensure failure. Loi Zedda et al. (2025), notes that teachers may resist visionary leadership due to reluctance to accept authority intermediaries between themselves and the principal.

Moreover, the attitudes of principals are even more critical to the success of participatory governance. Because principals hold the legal authority to manage schools, their support is essential for establishing such governance frameworks. Mbua (2023) concludes that participatory governance’s dependence on principals’ endorsement limits its overall effectiveness and the realization of futuristic leadership practices.

Participatory governance involves various ongoing activities such as determining the need for school facilities, educational program planning, school infrastructure design and construction, furnishing and equipping, operations, maintenance, and modernization.

Given these complexities, the researcher recognized the need to conduct this study to help public elementary school administrators assess whether futuristic leadership practices and participatory good governance are being implemented in their schools and whether they meet the needs of teachers. The documented findings aim to serve as a functional guide for future administrative policies, underscoring the study’s educational relevance.

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

**1.1 Statement of the Problem**

The purpose of this study was conducted to determine the relationship of the futuristic leadership practices and participatory good governance of teachers in public elementary schools in Dujali District, Division of Davao Del Norte. Specifically this study sought answers to the following questions:

1. What is the level of futuristic leadership practices of teachers in public elementary schools in terms of:

1.1 contextualized consideration,

1.2 professional stimulation,

1.3 inspirational motivation and

1.4 idealized influence?

2. What is the level of participatory good governance of teachers in public elementary school in terms of:

2.1 leadership,

2.2 fund utilization

2.3 linkages and

2.4 resource management?

3. Is there a relationship between futuristic leadership practices and participatory good governance of teachers in public elementary schools?

4. What domains of futuristic leadership practices significantly influence participatory good governance of teachers in public elementary schools in Dujali District, Division of Davao Del Norte?

**1.2 Hypotheses**

Ho1. There is no significant relationship on the level of futuristic leadership practices and participatory good governance of teachers in public elementary schools in Dujali District, Division of Davao Del Norte.

Ho2. The domains of futuristic leadership practices do not significantly influence participatory good governance of teachers in public elementary schools in Dujali District, Division of Davao Del Norte?

2. methodology

**2.1 Research Design**

This study utilized a non-experimental quantitative research design employing the correlational method. This approach was chosen because the study aims to examine the relationship between futuristic leadership practices and participatory good governance among public elementary school administrators in [specific location]. The correlational method is appropriate for describing the degree and direction of association between two or more variables without manipulating them (Ghanad, 2023).

Quantitative research emphasizes objective measurement and statistical analysis of data collected through structured instruments such as questionnaires or surveys. It aims to quantify variables and generalize findings from a sample to a broader population (Mohajan, 2020). In this study, the correlational design facilitates understanding how futuristic leadership practices relate to participatory good governance, by analyzing the statistical association between these variables.

While correlational studies can reveal the presence and strength of relationships, they do not establish causality as the variables are not controlled or manipulated by the researcher. The primary goal of this quantitative approach is to determine the extent to which futuristic leadership practices influence or correspond with participatory governance outcomes among public elementary schools.

Quantitative research prioritizes numerical data and objective analysis to provide clear, concise insights. Descriptive elements within this research identify patterns and associations at a single point in time, aiding in the comprehension of how current leadership approaches align with governance participation (Raelin, 2020). Overall, this study contributes valuable data to inform educational leadership strategies that promote inclusive and forward-thinking governance in elementary education.

**2.2 Research Respondents**

The respondents of the study were the teachers in public elementary schools in Dujali District, Division of Davao Del Norte. There are 131 respondents in public elementary schools. Universal sampling was used to determine the respondents of the futuristic leadership practices and participatory good governance of school teachers of teachers in public elementary schools in Dujali District, Division of Davao Del Norte. The respondents were connected in the service for at least three years experiences and above, wherein they can provide more information regarding the study. This study will be conducted in the school year 2022-2023.

**2.3 Research Instrument**

There were three parts of the instruments that will be used in this study namely: the relationship of the futuristic leadership practices and participatory good governance of teachers in public elementary schools in Dujali District, Division of Davao Del Norte. All these parts will be constructed based on some relevant studies and literature reviewed. Prior to the administration, the draft of this instrument were tested for content validity and reliability by the panel of experts in the field of Doctor of Educational Management.

Based from their comments and suggestions, revisions were made. To test for reliability and validity, the instruments was tried out in in one separate school in the same district which will be in Elementary school among 30 teachers. The instruments will be found to be reliable with a Cronbach’s Alpha result of .712. This pilot testing will be conducted in 33 teachers in public elementary schools in Dujali District, Division of Davao Del Norte. In taking the test the participants will answer the 40 items questions in a 5 subscales. The scoring were be implemented in the following subscales.

**2.4 Data Gathering Procedure**

# The data for this study were gathered through a series of systematic and ethically guided procedures. The researcher first secured an endorsement from the Dean of the Graduate School of Rizal Memorial Colleges and obtained ethical clearance from the institution’s Ethics Review Committee to ensure the protection of participants' rights and full compliance with research ethics. Subsequently, a formal request letter was submitted to the Office of the Schools Division Superintendent of Davao Oriental. Upon approval, the Division Office issued an endorsement letter addressed to the School Heads of public elementary schools within Manay District, authorizing the conduct of the study in their respective schools.

# With all required permissions in place, the researcher conducted a pilot test of the survey instruments to assess their reliability and validity. During the pilot testing, participants were clearly informed about the purpose of the study and given detailed instructions on how to accomplish the questionnaire. Based on their feedback, the instruments were refined to improve clarity and ensure alignment with the study’s objectives. The finalized survey questionnaires were then administered to 136 public elementary school teachers, selected through stratified sampling. After completion, the researcher personally collected the responses. The gathered data were then forwarded to a professional statistician for tallying, tabulation, and statistical analysis in accordance with the study’s research questions and objectives.

# 2.5 Data Analysis

To analyze the data collected and effectively address the research questions of this study, the following statistical tools were utilized:

Mean. This was used to determine the levels of informative expedient learning practices and professional ontogeny among public elementary school teachers. It provided an overall summary of the respondents’ ratings across specific items and domains, revealing general trends in their teaching practices and professional development efforts.

Pearson Product-Moment Correlation Coefficient (Pearson r). This statistical tool was employed to examine the degree of relationship between informative expedient learning practices and the professional ontogeny of teachers. It enabled the researcher to assess whether a statistically significant linear correlation existed between these two variables.

Multiple Regression Analysis. This analysis was conducted to determine the extent to which specific domains of informative expedient learning practices significantly predicted the professional ontogeny of teachers. It helped identify which aspects of these instructional practices most strongly contributed to teachers’ ongoing professional growth and development within the public elementary school setting.

3. results and discussion

**3.1 Level of Futuristic leadership practices**

Table 1. *Level of Futuristic leadership practices*

|  |  |  |  |
| --- | --- | --- | --- |
| No. | Statements | Mean() | Descriptive Equivalent |
| 1 | contextualized consideration | 3.47 | High |
| 2 | professional stimulation | 3.46 | High |
| 3 | inspirational motivation | 3.45 | High |
| 4 | idealized influence | 3.46 | High |
| **Overall Mean** | **3.46** | **High**  |
|  |  |  |

Reflected in Table 1 is the summary on the level of futuristic leadership practices of teachers in public elementary schools in terms of contextualized consideration, professional stimulation, inspirational motivation and idealized influence. The mean ratings of this indicator are as follows: contextualized consideration is 3.47, professional stimulation is 3.46, inspirational motivation is 3.45 and idealized influence is 3.46 or high.

The overall mean rating of futuristic leadership practices of teachers in public elementary schools in terms of contextualized consideration, professional stimulation, inspirational motivation and idealized influence is 3.46 or high. This means that the level of futuristic leadership practices of teachers in public elementary schools is manifested oftentimes by the teachers.

This indicates that the futuristic leadership practices of teachers in public elementary schools encourage visionary leaders to a compelling vision for their works. So that they can see beyond the ambiguity and challenges of today to an empowering picture of tomorrow.

Visionary leaders impregnate their team and the organization itself with this vision. Fueled by inspirations, the organization charts its course to this new future. Visionary leaders aren’t authoritarian or dictatorial; they don’t seek control over their employees. Instead, they provide freedom to employees to determine the best path to actualizing this vision (Gopinath, 2020).

It’s a discipline to hold the end picture in mind. It takes commitment to work towards this vision each day.Creating and sustaining a vision for an organization calls for discipline and creativity. An educational leader must have the passion, strength of will, and necessary knowledge to achieve long-term goals. A focused individual who can inspire his team to reach organizational goals is a visionary leader (Mascareño et al., 2020).

**3.2 Level of Futuristic leadership practices**

Table 2. *Level of Futuristic leadership practices*

|  |  |  |  |
| --- | --- | --- | --- |
| No. | Statements | Mean() | Descriptive Equivalent |
| 1 | Leadership | 3.44 | High |
| 2 | fund utilization | 3.34 | Moderate |
| 3 | Linkages | 3.34 | Moderate |
| 4 | resource management | 3.22 | Moderate |
| **Overall Mean** | **3.34** | **Moderate** |
|  |  |  |

Reflected in Table 2 is the summary on the level of participatory good governance of teachers in public elementary schools in terms of leadership, fund utilization linkages and resource management. The mean ratings of this indicator are as follows: leadership is 3.44, fund utilization is 3.34, linkages is 3.34 and resource management is 3.22. The overall mean rating of participatory good governance of public elementary school heads in terms of leadership, fund utilization linkages and resource management is 3.34 or moderate. This means that the level of participatory good governance of public elementary school heads is manifested oftentimes by the teachers.

This indicates that the participatory good governance of teachers in public elementary schools encourages school leaders to a compelling management for their works. So that they can see beyond the ambiguity and challenges of today to an empowering picture of tomorrow.

**3.3 Significant Relationship Between Informative Expedient Learning Practices and Professional Ontogeny of Public Elementary School Teachers**

Table 3. *Significant Relationship Between the Futuristic leadership practices and Participatory good governance*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Variables** | **X** | **Y** | **r-value** | **Degree of Correlation** | **Computed Tabular** | **Decision****(Ho)** |
| futuristic leadership practices participatory good governance  | 4.35 | 4.12 | 0.061 | HighCorrelation | 3.36 0.503 | Rejected |

Presented in Table 3 is the significant relationship on the futuristic leadership practices and participatory good governance of teachers in public elementary schools with an overall computed r-value of .061 with equivalent tabular value 0.503 at α 0.05 of significance set in this study.

Since the overall computed value is very much higher than the tabular value. This indicates that the null hypothesis is hereby rejected and it could be stated therefore, there is a significant relationship between the futuristic leadership practices and participatory good governance of teachers in public elementary schools. This implies that the higher the result of the futuristic leadership practices of school heads, the better participatory good governance of teachers in public elementary schools.

Futuristic leadership practices enhances the motivation, morale, and performance of followers through a variety of mechanisms. These include connecting the follower's sense of identity and self to the project and the collective identity of the organization; being a role model for followers that inspires them and makes them interested; challenging followers to take greater ownership for their work, and understanding the strengths and weaknesses of followers, so the leader can align followers with tasks that enhance their performance (Odiaka, 2022).

**3.4. Domains of futuristic leadership practices significantly influence the participatory good governance**

**Table 4.** *Domains of futuristic leadership practices significantly influence the participatory good governance*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Model | Sum of Squares | Degrees of Freedom | Mean Square | F | Sig |
| Regression Residual Total | 54.3797511.311543.111 | 19697 | 54.0099.5847 | .596 | 0.144 |
|  |

Note: Significance when P < 0.05 (2T)

|  |
| --- |
| futuristic leadership practices |
| school plant management  (Indicators) | *B* | β | *t* | *Sig.* |
| setting clear goals | self-esteem | -.076 | -.057 | -.504 | .612 |
| managing curriculum | honesty | .015 | .013 | .126 | .896 |
| monitoring lesson plans | set clear standards | -.217 | -.205 | -1.808 | .072 |
| allocating resources | appreciation | .163 | .186 | 1.571 | .118 |
| evaluating teachers | inspiration | .014 | .012 | .125 | .894 |
| R | .270 |  |  |  | 0.144 |
| R2 | .072 |  |  |  |  |
| F | .596 |  |  |  |  |
| ρ | .322 |  |  |  |  |

Presented in Table 4 is the domains of futuristic leadership practices significantly influence the participatory good governance of teachers in public elementary schools with an overall computed r-value of 0.144 with equivalent tabular value 0.596 at α 0.05 of significance set in this study. Since the overall computed value is very much higher than the tabular value.

This indicates that the null hypothesis is rejected and it could be stated therefore, that domains of futuristic leadership practices is significantly influence the participatory good governance. This implies that the higher the result of domains of futuristic leadership practices, the improved domains in participatory good governance of teachers in public elementary schools.

However, the findings and results of the study is supported by the works of (Palmer, 2021) which emphasized that to succeed as a school manager they must live with integrity. It is crucial for school managers to build trust with the teams they work with and depend on. Trust grows through meaningful interaction with the teams and consistent application of proven principles. Developing trust and leading with integrity will increase the confidence others have in the workplace. The hallmark of a visionary leader is his or her ability to mobilize people towards a goal. This leadership style is defined by persuasion, charisma, and a high emotional IQ. Leaders who practice this management style can articulate a vision for the future, and the path others must take to reach it.

This findings is similar to the work of (Ojiri, 2022) which stated that Participatory good governance refers to everything within the school premises which includes the site, buildings, equipment and all essential structures, permanent and non-permanent as well as machines and laboratory equipment and others. Management of school plant or participatory good governance requires leadership, fund utilization, linkages and resource management Shukia (2023).

Issues of maintenance of school plant was raised: overcrowding; non-delegation of tasks by the principals of schools; vandalization of school property etc. Ways of maintaining school plant for effective functionality are listed and discussed, they include parent teachers association (PTA); community stake holders; staff and students; periodic inspection and principals should not give out any part of school plant for commercial purpose (Gimah, 2020).

**5. CONCLUSIONS**

On the basis of the forgoing findings, the following conclusions are drawn:

The level of futuristic leadership practices of teachers in public elementary schools in Dujali District, Division of Davao Del Norte in terms of contextualized consideration, professional stimulation, inspirational motivation and idealized influence is high and manifested oftentimes by the teachers.

On the other hand, the level of participatory good governance of teachers in public elementary schools in terms of leadership, fund utilization linkages and resource management is moderate and manifested oftentimes by the teachers.

It could be inferred that there is a significant relationship between the futuristic leadership practices and participatory good governance of teachers in public elementary schools in Dujali District, Division of Davao Del Norte which leads to reject the null hypothesis.

It could be clinched that the domains between the futuristic leadership practices is significantly influenced with the participatory good governance of teachers in public elementary schools in Dujali District, Division of Davao Del Norte which indicates that that leads to reject the null hypothesis.

**6. RECOMMENDATIONS**

Based on the forgoing conclusions , the researcher proposes the following

recommendations:

It is recommended that the futuristic leadership practices and participatory good governance of teachers in public elementary schools in Dujali District, Division of Davao Del Norte has some gray areas to be improved by the school heads like has capacity to pay special attention to the problems of the teacher, thus, the CHED Officials should continue in adapting the recent styles on futuristic leadership practices to ensure higher level of fostering better work relationship and improve more as they reflect on their participatory good governance.

 It is acclaimed that the futuristic leadership practices and participatory good governance of teachers in public elementary schools in Dujali District, Division of Davao Del Norte has some lowest areas to be enhanced by the school heads such as soliciting ideas from the teachers, nurtures and developing teachers who work independently and motivating and challenging the teachers with high standards in teaching, thus, the school administrator should provide insights to all school administrators to improve the futuristic leadership practices and participatory good governance in school for having harmonious relationship within the school.

 It is suggested that the futuristic leadership practices and participatory good governance of teachers in public elementary schools has some lowest areas to be enriched by the school heads such as reminding the teachers to practice professional ethics in school and meeting the needs of the students by creating pleasant surroundings, a friendly atmosphere and an inspiring environment should be provided an information to all school administrators. It may develop the understanding of the administrators in the different culture and family backgrounds of the teachers.

 The results of this study can give insights to the teachers, that they will continue participating and working their daily tasks. It will inform the teachers regarding on how they act with dignity and work effectively in school at all time. It will help the teachers in coping with the changes of the atmosphere in school.

 This study could provide the future researchers a starting point how to expand the coverage of the research in terms of the variables covered in the study.

Consent (where ever applicable)

The conduct of this study strictly adhered to recognized ethical standards to ensure the protection, dignity, and well-being of all participants. Before initiating data collection, the researcher obtained the necessary approvals, including an endorsement from the Dean of the Graduate School of Rizal Memorial Colleges and ethical clearance from the institution’s Ethics Review Committee. The ethical procedures followed were grounded in the framework of Pregoner et al. (2025), ensuring compliance with current protocols for research involving human participants in educational settings. Participation was entirely voluntary, and all respondents were fully informed of the study’s purpose, scope, and their right to refuse or withdraw at any point without penalty. Informed consent was secured to confirm participants’ understanding and willingness to take part in the research. To preserve confidentiality, no personally identifiable information was gathered, and all responses were handled with strict confidentiality. The data collected were used solely for academic purposes. These protocols guaranteed that the study was conducted with transparency, ethical integrity, and full professional accountability.

Disclaimer (Artificial Intelligence)

The author(s) hereby declare that generative AI technologies have been used during the writing and editing of this manuscript. The details of the AI usage are as follows:

1. Grammarly: Used for grammar and spellchecking, as well as suggestions for improving sentence structure and overall clarity.
2. Quillbot: Employed for paraphrasing and refining sentence flow to enhance readability and coherence.

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