

Leaders' Initiatives Affecting the Level of Productivity in Educational Leadership

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Ronald B. Chavez, Ronnie B. Rubi (EdD)

Bicol State College of Applied Sciences and Technology

rbchavez@astean.biscast.edu.ph, ronbrubz@gmail.com

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Abstract – *The level of productivity of an educational leader can be affected by the motivational drives of the concerned leader. This study aimed to determine the effect of the initiatives to the productivity level of school leaders in one district under the Division of Camarines Sur in the Bicol Region. It also aimed to find out, the demographic profile of the respondents along age, sex and the highest educational achievement, the motivational drives of the respondents in terms of achievement, affiliation, competence and power, and the level of educational productivity along visioning, instructional leadership, building and sharing leadership, change process and community relations. This study utilized descriptive-comparative and correlational methods to address its objectives. There were 173 respondents comprised of 19 school heads and 154 teachers who were randomly selected from participating Elementary and Secondary schools in the area of study. The responses were gathered using the researcher-made questionnaire, while weighted mean and Chi square were used to statistically analyze the same. The study measured the level of productivity of the school heads along visioning, instructional leadership, and building and sharing relationship, change process and community relations. It also determined that there is significant relationship between the motivational drives and the level of productivity of school leaders. Further, it proved that there is significant differences among aspects of motivational drives between groups. These findings may be used by both the school leaders and the rest of the educational community to further enhance productivity that may create positive changes in the educational community.*

Keywords – *change process, educational leadership, productivity, visioning.*

INTRODUCTION

Educational Leadership is the ability to create a shared school vision geared to the success of its stakeholders through development of curriculum policies and practices. However, the effectiveness and efficacy levels of schools are likely to peak if their

committed leaders proficiently and ingeniously act upon their roles, and have the liberty to perform their jobs. Leaders should have the capacity to visualize norms and directions to provide unified viewpoint thereby overcoming existing practices – and their setbacks, and at the same time influencing and providing reinforced purpose to the members of the organization [1]. Leadership denotes undertakings based on the schools' core purpose crafted by educational members which are geared to affect other educators' knowledge, motivation and practices [2]. This particularly refers to the principles of leadership sharing which looks forward to create an improved teaching norms.

In the realm of academic institutions, leadership is the process of identifying and directing potentials of its members to realize common goals. Leadership programs must strategically support the principal's/head of the school's development in terms of his/her vision, students' success, and his/her strategies towards realization of continuous adult learning [3]. Educators believe that school heads should be reflective, with candor, and collaborative to effectively lead and sustain innovative development. S/he also needs to be educational visionary, offering direction and expertise to ensure student's learning. The Ohio Standards for Principal, further elucidates that school heads assist in crafting collective vision, and strong and specific goals for the institution, and find ways to achieve these goals. Attaining these objectives lies greatly on the administration and management of the school leaders, specifically the school heads. Moreover, it explains that a school head can establish a motivationally stimulating climate for students and other educational members [4]. An effective school head makes the school goal-oriented and productive. Thus, an effective leadership is keen on increased productivity and in changing a school – for the better.

The Department of Education (DepEd) requires that there shall be a school head in every public elementary school and/or secondary school or a cluster, who will be responsible for the administrative and instructional supervision of the school or cluster of schools [5]. As

such, a school head is expected to process the different leadership dimensions in the provision.

The Education Act of 1982 discusses and presents that each school head should put into consideration the school's mission and vision in acting upon his/her responsibilities. He/she should take responsibility to ensure efficient and effective school management and administration. Moreover, school head needs diverse competencies to be able to deal effectively with subordinates and superiors. The supplementary magnitude of generating an effective teaching and learning circumstances demands greater competence and commitment from the school head which are essential characteristics for him/her to possess.

School heads should be confident and have the liberty to delegate responsibilities among teachers and other stakeholders. These are needed to successfully advance from the entry level position to top management. The core is a competent school head. Thus, the need to focus on specific attributes of the school head as school leader which includes his/her managerial aspirations and commitment is of prime importance [6].

Leaders must possess diverse qualities in order to be successful and maintain the support of subordinates [7]. They are driven by the need to succeed and achieve [8]. Motivated people perform well while people who are dispassionate in their positions are unlikely to perform on top of their potential [9]. Motivation sets the inner force that drives school heads to accomplish personal and organizational goals. Well-motivated people are those with clearly defined goals and take actions toward those goals, thus, they work effectively because they are committed and accept that their contributions are needed to advance both the organization's interest and their own [10].

Furthermore, motivation as a management function is important. Intrinsic motivation as well as internal and external motivators influences performance positively. Organizational policies and an autocratic as well as a laissez-faire leadership styles are demotivating. Hence, application of various theories and strategies of motivation as well as specific steps to maintain and sustain motivation is required [11].

To be successful in terms of educational leadership, leaders should be able to collaborate with others. This impacts improvement on instruction and the leaders' ability to solicit members' support in setting significant objectives. They must be guided as they reflect on and improve their effectiveness in every stage of their career.

In line with these statements, the researcher seeks to identify the motivational drives of elementary school and secondary school heads in relation to the level of their productivity in educational leadership.

This study serves as an important tool in evaluating their pursuit for excellence and achievements.

OBJECTIVES OF THE STUDY

This study aims to identify motivational initiatives of elementary school and secondary school heads in Division of Camarines Sur, San Jose District, in relation to their level of productivity in educational leadership. Specifically, the researchers seek to determine (1) the demographic profile of the school heads in terms of their age, sex, highest educational achievement and the number of years in service as school head and/or principal; (2) the motivational drives of the school heads along achievement, affiliation, competence and power; (3) the level of educational productivity of the school heads along visioning, instructional leadership, building and sharing leadership, change process and community relations; (4) significant differences, if exist, among aspects of motivational drives (e.g. achievement and affiliation) and among aspects of level of productivity (e.g. visioning and instructional leadership). In order to find out whether a) there is a significant relationship between motivational drive and level of productivity, and b) personal and professional factors are significantly related with motivation and productivity.

METHODS

This study used descriptive-comparative and correlational methods. The descriptive method was used to present the demographic profile of the respondents- school heads and teachers. The descriptive-comparative was used to describe the motivational drives of school heads on the following factors: achievement, affiliation, competence and power. The study also measured the level of productivity of the school heads along visioning, instructional leadership, and building and sharing relationship, change process and community relations.

Respondents of the Study

The respondents of this study are selected school heads and teachers of elementary and secondary schools in the Partido District, Division of Camarines Sur. The school heads were purposively selected since they are the focus of this study. There are 19 school heads in the target area of the study and all 19 school

heads took part in the study. The teachers, on the other hand, were randomly selected. The views of the teachers are deemed necessary in the study since they directly observe and experience the leaderships of these 19 school heads. Overall, there are 163 respondents, 19 school heads and 144 teachers.

Data Gathering Tool

A researcher-made instrument employing a 3-point Likert scale was used for this study. It is composed of three parts: the first part of the instrument is geared to determine the demographics of the respondent such as their age, gender, length of their service as school heads or teachers, and their educational attainment.

The second part of the instrument focused on the educational leadership productivity of the school heads. This part contains statements observe in leaders who use transformational leadership. It was divided into 5 parts with each part focusing on visioning, instructional leadership, building and sharing leadership, change process, and community relations.

The third part of the instrument asked the motivational drives of the school heads. This part contains statements on the motivational drives of the school heads. It is divided into 4 parts which tackle achievement, affiliation, competence, and power.

The questionnaire was subjected to validity testing and yielded a Cronbach alpha of 0.76.

Prior to the conduct of the survey, approval from the school heads and the participating teachers was gained and a thorough discussion of the main reason of the study was done.

Statistical Tool

Weighted mean and ranking were used to analyze the result of the data gathered. The weighted mean was interpreted using the scale shown in tables 1 and 2.

Table 1 Scale used to interpret the weighted mean in the Motivational Drive

Scale	Description
2.6-3	High
1.6-2.5	Moderate
1.0-1.5	Low

Table 2 Scale used to interpret the weighted mean in the Educational Leadership

2.6-3	Proficient
1.6-2.5	Accomplished
1.0-1.5	Distinguished

Pearson Product Moment of Correlation was employed to find out if the school heads' motivational drives are significantly related to their educational leadership productivity.

Chi square test was used to determine the significant association between motivational drives and educational leadership productivity. Correlation method was utilized to find out whether motivational drives were significantly correlated with levels of educational productivity.

RESULTS AND DISCUSSION

This section presents the data gathered from the research instrument and the findings after statistical treatment of these data.

Fifty percent of the respondents were elementary school teachers, while the secondary school teachers were 38%, with the remainder being the school heads, 9% of whom are from elementary while 3% are from secondary schools. They were predominantly female at 87%, while they are about distributed in age: 20% are below 30, 45% are in their 30's, 15% are in their 40's, and the remaining 20% are above 50 years old.

In terms of the respondents' length of service, 27% has served for 1 – 5 years, 17% for those who served for 6 – 10 years, 19% served for 11 – 15 years, 16% for 16 – 20 years, 11% for those who served for 21 – 25 years, 9% for those who served for 26 – 30 year, and the remaining 1% for those who served for more than 30 years. Almost half of them, at 46% are non-post graduate takers, 25% has units in either Master of Science (MS) or Master of Arts (MA), 28% are master's degree holder, while the rest (8%) are doctorate degree holders.

Table 3 Weighted Mean and Interpretation of the Motivational Drives

Aspects/Indicators	WM	Interpretation
Achievements	2.30	Moderate
Affiliations	2.23	Moderate
Competence	2.09	Moderate
Power	2.31	Moderate
Average	2.23	Moderate

Table 3 shows the summary of the average weighted mean and interpretation per indicators. Among the four aspects of motivational drives, power has the highest weighted mean of 2.31 which is interpreted moderate. This is followed by achievement with an average weighted mean of 2.30, moderate. The lowest weighted mean is 2.09 for competence which still falls under moderate.

Looking at the average weighted mean of these indicators, the school heads of Partido district have moderate motivation along achievements, affiliations, competence and power.

Table 4. Summary of the Weighted Mean and Interpretation of Educational Productivity

Aspects/Indicators	WM	Interpretation
Visioning	2.36	Accomplished
Instructional Leadership	2.26	Accomplished
Building and Sharing Leadership	2.23	Accomplished
Change Process	2.32	Accomplished
Community Relations	2.31	Accomplished
Average	2.30	Accomplished

Table 4 shows the summary of the weighted mean and interpretation of the educational productivity. The results show that the highest educational productivity is in visioning with an average weighted mean of 2.36. This is in line with Locke [12] who claims that crafting a school vision is among the eight core responsibilities of an administrator and an essential instrument to realize assimilation or alignment of activities of the school. The school heads, as an instructional leader, has the ability to develop and articulate a clear vision for his institution and to design programs that are consistent with the vision.

This is followed by change process with an average weighted mean of 2.32. Thompson and Strickland [13] consider it as management's responsibility to adjust to unexpectedly tough conditions

The lowest weighted mean is 2.26 for instructional leadership. All the indicators have weighted means which fall under accomplished. The average weighted mean for educational productivity is 2.30.

Table 5. Differences among Aspects of Motivational Drives and Between Groups

	F	P-value	Interpretation
Aspects	6.307	0.000	Significant
Groups	6.362	0.000	Significant

Table 5 shows that there are, generally, significant differences among aspects of motivational drives, that is among achievement, affiliations, competence and power; and between groups, that is between the elementary- and secondary-school teacher respondents.

Table 6. Differences among Aspects of Motivational Drives

Among aspects	Mean Difference	P-value
achievement and affiliations	0.067	0.715
achievement and competence	0.211*	0.006
achievement and power	-0.011	0.998
affiliations and competence	0.143	0.77
affiliation and power	-0.079	0.558
competence and power	-0.222*	0.002

*Significant at $p < .01$

Table 6 shows that there are significant differences among certain aspects of motivational drives. Achievement and competence as well as competence and power have significant differences. The other aspects have no significant differences.

Table 7 Differences between Groups along Motivational Drives

	Mean Difference	p-value
Elementary School Teachers and Secondary School Teachers	-.128*	.033
Elementary School Teachers and Elementary School Heads	.167	.072
Elementary School Teachers and Secondary School Heads	.007	1.000
Secondary School Teachers and Elementary School Heads	.295*	.001
Secondary School Teachers and Secondary School Heads	.135	.791
Elementary School Heads and Secondary School Heads	-.160	.746

*Significant at $p < .05$

Table 7 shows that there are significant differences between elementary school teachers and secondary school teachers and between secondary school teachers and elementary school heads along motivational drives.

Table 8 shows that there is no significant difference among aspects of instructional productivity. However, there is a significant difference between the groups of elementary school teachers and the secondary school teachers.

Table 8. Differences among Aspects of Instructional Productivity and Between Groups

	F	P-value
Aspects	1.646	.161
Groups	8.078*	.008

*Significant at $p < .05$

Table 9. Differences between Groups along Level of Productivity

	Mean Difference	p-value
Elementary School Teachers and Secondary School Teachers	-.139**	.005
Elementary School Teachers and Elementary School Heads	.151	.144
Elementary School Teachers and Secondary School Heads	-.059	.969
Secondary School Teachers and Elementary School Heads	.290**	.000
Secondary School Teachers and Secondary School Heads	.080	.930
Elementary School Heads and Secondary School Heads	-.210	.854

**Significant at $p < .05$

Table 9 shows that there are significant differences between elementary school teachers and secondary school teachers and between secondary school teachers and elementary school heads in instructional productivity.

These data prove the first hypothesis of this study that there are significant differences among aspects of motivational drives and between groups. There are also differences in instructional productivity between groups. However, there is no significant difference among aspects in instructional productivity.

Table 10 shows that there are significant relationships between motivational drive and instructional productivity. These results also prove the second hypothesis as well as the second assumption of this study which states that there is significant relationship between the motivational drives and level of productivity of school heads. These data reflect the concept of motivation of David McClelland [8]. He sees motivation as societal results of need, such as need for power, need for competence, need for affiliation and need for achievement.

These data show that the school heads and principals of Partido District have strong desire to perform challenging tasks well. The goals they set provide for moderate and calculated risk, and they seek

performance feedback for modification which will help them ensure success.

Table 10. Relationship between Motivational Drive and Instructional Productivity

Motivational drive	Instructional Productivity	Mean Difference	P-value
Achievement	Visioning	.555**	.000
	Instructional Leadership	.517**	.000
	Building and Sharing Leadership	.612**	.000
	Change Process	.676**	.000
	Community Relations	.618**	.000
	Overall	.669**	.000
Affiliation	Visioning	.662**	.000
	Instructional Leadership	.627**	.000
	Building and Sharing Leadership	.768**	.000
	Change Process	.683**	.000
	Community Relations	.512**	.000
	Overall	.736**	.000
Competence	Visioning	.190*	.015
	Instructional Leadership	.222**	.004
	Building and Sharing Leadership	.224**	.004
	Change Process	.239**	.002
	Community Relations	.287**	.000
	Overall	.260**	.001
Power	Visioning	.674**	.000
	Instructional Leadership	.673**	.000
	Building and Sharing Leadership	.737**	.000
	Change Process	.689**	.000
	Community Relations	.544**	.000
	Overall	.750**	.000

**Significant at $p < .01$; *Significant at $p < .05$;

They also have need for affiliation. They want to find and sustain social relationships. They desire to be liked by the teachers, students and even parents. They show ability to establish linkages in order to meet these needs.

The principals and schools heads of Partido District also show strong need to have influence over others. They aspire to have significant affect and effect on whom they meet.

These data state that well-motivated people have clearly defined goals and take actions to realize them. They work effectively because they are committed and accept that their contributions are needed to advance both the organization's interest and their own [10].

These data also speak of the concept of transformational leaders described by Cunningham and Cordeiro [14]. Transformational leaders has the knack to see the future, promotes change and has the ability to face multifaceted issues, such as human resource development and support, creating new directions, utilizing resources, and responding to work-related challenges. Moreover, they believe that transformational leaders create incentives for followers to continuously improve their work practices. An environment of effective teaching and learning is created. The vital goal of transformational leadership is to assist teachers create and maintain a work-centered practice and concerted efforts in tackling work-related issues, and adopt human resource development culture. Thus, transformational leaders direct, coordinate the work done by different units and have the craving to continuously improve their work processes.

Since teachers are chosen to be part of the respondents, this shows that they directly observe these behaviors to their principals and school heads.

Table 11 shows that there are only significant relationships between age and power and position and affiliation. The data suggest that at these stages of their lives they update themselves of the innovations in the institution. School heads and principals attend trainings to improve their skills. Principals and school heads are also able to build good working relationship which they use to accomplish goals and objectives.

Principals want to belong to the group. They are eager to interact and feel the need to be liked as a person. Transformational leaders empower followers and enable followers become accomplished and efficient [15]. These leaders are more concerned with what followers are accomplishing rather than what they are doing.

Table 11. Relationship of Personal and Professional Factors to Motivational Drives

Personal/ Professional Factors	Motivational Drive	Mean Difference	P-value
Age	Achievement	10.757	.377
	Affiliation	14.431	.154
	Competence	4.253	.935
	Power	17.788	.059
	Overall	10.954	.361
Sex	Achievement	.002	.999
	Affiliation	1.146	.564
	Competence	1.050	.592
	Power	5.206	.074
	Overall	1.096	.578
Position	Achievement	10.750	.096
	Affiliation	16.223*	.013
	Competence	9.112	.167
	Power	11.309	.079
	Overall	4.453	.348
Education	Achievement	3.614	.729
	Affiliation	11.060	.087
	Competence	10.220	.116
	Power	9.426	.151
	Overall	8.053	.090
Years in service	Achievement	9.447	.664
	Affiliation	12.091	.438
	Competence	8.762	.723
	Power	7.087	.852
	Overall	6.572	.885

*Significant at $p < .05$; **Significant at $p < .01$

Other personal and professional factors such as gender, education and years in service do not have significant relationship to the school heads and principals' motivation drive.

These prove that school heads, principals and even teachers of Partido District experience equal employment opportunity and feel to be treated alike [16].

Table 18 shows that there are significant relationship between the age of the school heads and principals of Partido District and building and sharing leadership and change process, position and visioning and instructional leadership.

These results stress the statement that educational leaders focus in developing, enhancing the skills and encouraging their colleagues to be leaders themselves. Van Derwesthuizen [17] denoted this role of a leader as the ability of a principal "to convince, inspire, build and direct followers to realize common ideals".

Table 18. Relationship between Personal and Professional Profile and Instructional Productivity

Personal/ Professional Factors	Instructional Productivity	Mean Difference	P-value
Age	Visioning	10.061	.435
	Instructional Leadership	6.147	.803
	Building & Sharing Leadership	24.56**	.006
	Change Process	18.999*	.040
	Community Relations	12.608	.246
	Overall	13.164	.215
Gender	Visioning	1.997	.368
	Instructional Leadership	3.622	.164
	Building & Sharing Leadership	1.351	.509
	Change Process	1.438	.487
	Community Relations	1.797	.407
	Overall	2.022	.364
Position	Visioning	13.915*	.031
	Instructional Leadership	13.221*	.041
	Building & Sharing Leadership	6.642	.355
	Change Process	10.486	.106
	Community Relations	9.842	.131
	Overall	2.668	.615
Education	Visioning	4.037	.672
	Instructional Leadership	4.132	.659
	Building & Sharing Leadership	6.000	.423
	Change Process	2.004	.919
	Community Relations	6.096	.532
	Overall	6.407	.171
Years in Service	Visioning	10.989	.530
	Instructional Leadership	14.575	.266
	Building and Sharing Leadership	17.864	.120
	Change Process	9.469	.662
	Community Relations	6.848	.868
	Overall	8.469	.747

*Significant at $p < .05$; **Significant at $p < .01$

The head teacher is the focal person of every endeavor to improve teaching and learning [14], [18]. Thus, as agent of change, he/she is supposed to

navigate and prudently utilize resources to maintain and sustain improvement of the school as an organization. His/Her vision orientation and productivity and ability to share power and responsibility to run the school with the rest of the members of the community is highly expected to realize the school's dream of continuous improvement and achievement [19].

The position of school heads and principals, as part of their professional factors, speaks of how they share their vision and practice instructional leadership to their colleagues.

The capability to provide vision and foster hope are among the differentiating character of successful educational leaders [20]. They motivate their followers to and instill in them the work culture that translate the vision into reality.

Other personal and professional factors have no significant relationship with instructional productivity like gender, education and years in service. These data once again prove the suggestion of Nimathasan [16] that to improve the employees' job, leaders should provide equal opportunities and fair treatment to his employees.

CONCLUSION AND RECOMMENDATION

The study has established the significant relationship between motivational drives and level of productivity of school heads. This affirms that a driven leader leans towards forming a harmonious relationship with his/her colleagues and radiates a strong desire to perform challenging tasks which may influence his/her followers [14].

It was also found out that significant differences between the elementary and high school teachers with respect to motivational drives, though, instructional productivity is not affected by these drives.

On the other hand, some personal and professional factors was found to have significant relationship to motivational drive and level of productivity. That is, age and position are correlated with power and affiliation. Also, age and position are significantly correlated with productivity in terms of building and sharing leadership, change process, visioning, and instructional leadership. However, factors like sex, education and length of service found no significant relationship with productivity. These findings suggests that equal opportunities should be observed by organizations so that personal and professional advancement is enhanced [16].

With the above findings, the researchers recommend school heads may use this study as a kick off point to enhance their leadership.

Also, students' academic performance may be added as another variable to look into in gauging instructional leadership.

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