



## CONSCIOUS LEADERSHIP ATTRIBUTES OF SCHOOL HEADS AND GROWTH-FOSTERING BEHAVIOR OF TEACHERS

ROWENA M. LUMBO, LPT, MAED

Teacher I

### Abstract

This study aimed to determine the relationship between the conscious leadership attributes of school heads and growth fostering behavior of teachers. This study utilized the non-experimental quantitative research design using descriptive technique involving teachers in Don Marcelino District of Davao Occidental Division, Philippines. The study was conducted on the second semester of School Year 2022-2023. Research instruments on conscious leadership attributes of school heads and growth fostering behavior of teachers were used as sources of data. Using mean and Pearson-r as statistical tools to treat the data, the study showed the following results: the level of conscious leadership attributes of school heads is high, the level of growth fostering behavior of teachers is very high, there is a significance on the relationship between conscious leadership attributes of school heads and growth fostering behavior of teachers.

**Keywords:** Conscious Leadership Attributes of School Heads, Growth Fostering of Teachers, School Administration and Supervision, Quantitative Research, Philip

### 1. INTRODUCTION

Students who perceive their instructors to endorse growth mindset beliefs report better classroom experiences and, in turn, engage in more behaviors that promote academic success. Although many instructors personally endorse growth mindset beliefs, their students often perceive their beliefs quite differently. And, to date, little is known about how students come to perceive their instructors as growth-minded or as fixed-minded.

Among the common problems of school principals in Vietnam is the cases of demotivated teachers who do not possess growth fostering skills of the students. These teachers do not make follow-up of the students who have problems in their academics. Also, these teachers are unmindful of whether their students have mastered the competency or not (Tran & Moskovsky, 2022).

Meanwhile, among the Filipino teachers overseas, there are also a number of them who are not inclined to fostering a growth mindset among their students. These teachers being demotivated take time to submit evaluation of the performance of their students. Also, these teachers take some time to check portfolio and other assessments of students that they cannot keep track of the progress of their learners (Balintag & Saengsri, 2022).

In the local context, school principals also noted of teachers who do not have a growth fostering mindset. These teachers rarely give feedbacks on the students' performance including their proficiency level. As a result, the students are not given guidance on how they can improve in their academics (Legaspi & Fernandez, 2022).

Today, the researcher has rarely come across with a study on growth fostering behavior of teachers in the local context that it prompted the researcher to conduct a study on the subject with the hope that the result of the research will help improve the coping mechanism of teachers.

This study is anchored on the Relational-Cultural Theory of Jordan (2017). According to this theory, relationships are at the forefront of human psychology according to Relational-Cultural Theory. It uses the ideas of connection and disconnection to investigate the

complexity of interpersonal interactions while also identifying and examining the social consequences of psychological theory.

According to the relational cultural theory, partnerships that promote growth help people become resilient and experience psychological development. Empathy, reciprocity, and empowerment are characteristics of high-quality interpersonal connections that promote growth.

According to the idea, among samples of primarily heterosexual college students, relationships with close friends that promote growth are positively associated with self-esteem and adversely associated with psychological distress, loneliness, sadness, and stress. The links between relationships that promote growth and psychological suffering in sexual minorities as well as the circumstances in which these interactions may reduce psychological anguish have not yet been studied.

Relationships that are deep and meaningful are crucial to our happiness as humans and are still important to the success of many organizations. Relationships can help us feel more purposeful and even less stressed, but they also need effort, whether they are personal or professional.

This study is also anchored on the pronouncement of Steyn (2009) who stated that A teacher can foster a growth mindset with their students by setting the example in their own work. Be open about mistakes made when teaching and invite a discussion from students on different solutions available. Show the class that teachers are just like their students when it comes to learning. When students adopt a growth mindset, they view challenges as ways of progressing toward their desired outcomes. Students who believe they can develop their talents and abilities see roadblocks and critical feedback as methods to gather information they could use to help themselves learn.

The conceptual paradigm is shown in Figure 1. The independent variable of this study is the conscious leadership attributes of school heads. The indicators are as follow: altruistic calling, emotional healing, organizational stewardship, persuasive mapping, and wisdom as perceived by their teachers.

The dependent variable of the study is growth fostering behavior of teachers with the following indicators: independence, integration, motivation, judgment, flexibility, evaluation, question, opportunities, and frustration.

This study aims to find out the significance of the relationship between conscious leadership attributes of school heads and growth fostering behavior of teachers.

This study is beneficial to the Schools Division Office where the study is conducted as it will give the personnel a concrete view of the levels of the variables which this study is aimed to identify. This will guide the personnel as their reference for future decision-making to improve on the aspects which the study is intended to uncover.

Similarly, this study is viewed as a significant benchmark to the School heads and Teachers as this will help them enhance their current practice in terms of the variables and indicators included in this study. This may guide them in designing Learning Action Cells that will help the school gain input and eventually improve their present practice.

This study is beneficial to students as they are the direct beneficiary of the initiatives in schools including the professional advancements of school heads and teachers. The benefits that the students will gain from this study is expected to help them increase their learning proficiency.

This study is also beneficial to future researchers as this will guide them in conducting similar studies. This study can also be their benchmark in exploring other variables not covered in this research.

This study aimed to determine the relationship between the conscious leadership attributes of school heads and growth fostering behavior of teachers. The study will be implemented in some public schools in Davao Occidental Division within the second semester of the School Year 2022-2023.

This study is limited to emotional healing, creating value for the community, empowering, and helping subordinates grow and succeed for conscious leadership

attributes. On the other hand, for growth fostering behavior, the indicators only cover collaboration-based initiatives, reflection-based initiatives, and constructive activities-based initiatives.

## 2. MATERIALS AND METHODS

This study employed the non-experimental quantitative research design utilizing correlational technique. A substantial proportion of quantitative educational research is non-experimental because many important variables of interest are not manipulable. Because non-experimental research is an important methodology employed by many researchers, it is important to use a classification system of non-experimental methods highly descriptive of what we do and which also allows us to communicate effectively in an interdisciplinary research environment. Correlational research designs evaluate the nature and degree of association between two naturally occurring variables (Johnson, 2012).

The geographic location of this study was shown in Figure 2. The Municipality of Don Marcelino is a 3rd class municipality in the province of Davao Occidental, Philippines. According to the 2020 census, it has a population of 45,540 people. It is named in honor of Marcelino Maruya, the first municipal mayor of Malita, appointed by President Manuel Quezon in 1936.

The research sample included only those teachers who have permanent position. They must also have a teaching experience for the public school for at least five years. The substitute teachers and those holding Learning Support Aid positions are excluded in the sample of the research. Likewise, this study is conducted only to one district of Davao Occidental Division and at least have more than a hundred teachers as sample.

This study utilized purposive sampling in determining the sample of this study. Only those teachers who manifested their willingness to participate in the research were included in the study. These students must have Informed Consent to show their voluntary participation of the study.

This study utilized adopted questionnaire. The questionnaire on conscious leadership attributes of school heads. The indicators are as follow: altruistic calling, emotional healing, organizational stewardship, persuasive mapping, and wisdom as perceived by their teachers.

This five-point Likert Scale was used in determining the conscious leadership attributes of school heads in this study.

On the other hand, the questionnaire for growth fostering behavior of teachers with the following indicators: independence, integration, motivation, judgment, flexibility, evaluation, question, opportunities, and frustration.

Meanwhile, this five-point Likert Scale was used in the assessment of growth-fostering behavior of teachers used in this study.

The researcher simplified and contextualized the questionnaires without losing the original content. The first draft of the contextualized version of the instruments was submitted to the research adviser for comments and recommendations to improve its presentation. The final copies were submitted to the panel of experts for approval.

Final revision of questionnaire was made by incorporating the corrections, comments and suggestions given by the expert validators. The validators rated the survey questionnaires with a rating of 4.06 with a descriptive equivalent as good.

The following steps was undertaken in the gathering of data for this study. First the researcher asked permission from the Superintendent of Davao Occidental Division to conduct the study in Don Marcelino District. After the request was granted, the researcher

also sent a letter to the district supervisor indicating the intention to conduct the study in the district. The researcher attached the letter of approval from the division superintendent. The same letter of request was also sent to the school heads.

The school allowed the researcher to gather data for the research during the activity period in the afternoon. This was a big challenge for the researcher because the travel going to the school's district usually takes more than half an hour from the station.

As soon as the researcher got into the school, he went to the office of the school head and showed the letter of approval and endorsement from the superintendent and from the district supervisor. After which, the researcher met the teachers and the school head and gave them a brief orientation on how they will respond to the questions in the questionnaire. As soon as the respondents were able to complete answering the questionnaire, the researcher collected them and tallied the responses. Interpretation followed after the statistician handed the data.

The following statistical tools were used in treating the data in this study.

**Mean.** This was used to determine the extent of conscious leadership attributes of school heads and the growth-fostering behavior of teachers.

**Pearson-r.** This was used to determine the significance of the relationship between the conscious leadership attributes of school heads and growth fostering behavior of teachers.

### 3. RESULTS AND DISCUSSION

In this chapter, the researcher presents the data of the findings. Discussions of the topics are arranged in the following: level of conscious leadership attributes of school heads, level of growth fostering behavior of teachers, and the relationship between conscious leadership attributes of school heads and growth fostering behavior of teachers.

The standard deviation in the descriptive tables, Table 1 and Table 2, ranged from 0.30 to 0.40 which are less than 1.0 as the typical standard deviation for a 5-point Likert Scale. This means that the ratings in the accomplished questionnaires were close to the mean, indicating consistency of responses among the respondents (Wittink and Bayer, 1994).

#### **Level of Conscious Leadership in terms of Emotional Healing**

Presented in Table 1.1 is the level of conscious leadership in terms of emotional healing with a mean score of 4.18 or very high. The result of this mean score is taken from the strands of the indicators which are as follows: encourages others to seek help if they had a personal problem, cares about others' personal well-being, takes time to talk to others on a personal level, and recognize when others are feeling down without asking them.

#### **Level of Conscious Leadership in terms of Creating Value for the Community**

Presented in Table 1.2 is the level of conscious leadership in terms of creating value for the community with a mean score of 4.36 or very high. The result of this mean score is taken from the strands of the indicators which are as follows: emphasizes the importance of giving back to the community, always, interested in helping people in the community, involved in community activities, and encourages others to volunteer in the community.

#### **Level of Conscious Leadership in terms of Empowering**

Presented in Table 1.3 is the level of conscious leadership in terms of creating value for the community with a mean score of 4.36 or very high. The result of this mean score is taken from the strands of the indicators which are as follows: gives others the responsibility to make important decisions about their own jobs, encourages others to handle important

work decisions on their own, gives others the freedom to handle difficult situations in the way they feel is best, and if others need to make important decisions at work, they do not need to consult him/her.

### **Level of Conscious Leadership** **in terms of Helping Subordinates Grow and Succeed**

Presented in Table 1.4 is the level of conscious leadership in terms of helping subordinates grow and succeed with a mean score of 4.08 or very high. The result of this mean score is taken from the strands of the indicators which are as follows: makes others' career development a priority, is interested in making sure others reach their career goals, provides others with work experiences that enables them to develop new skills, and wants to know about others' career goal.

### **Summary of Level of Conscious Leadership Attributes of School heads**

Shown in Table 1.5 are the responses of the respondents on their level of conscious leadership attributes of school heads with an overall mean score of 3.18 and a standard deviation of 0.411 with a descriptive equivalent of high indicating that most of the provision relating to conscious leadership attributes of school heads embodied in the item is oftentimes observed.

The overall mean was the results obtained from the mean of the indicators for the specific items from the questionnaire. The indicator creating value for the community obtained the highest mean score of 4.36 or very high, emotional healing a mean score of 4.18 or high, empowering had a mean score of 4.12 or

high, and helping subordinates grow and succeed obtained a mean score of 4.08 or high.

The level of conscious leadership attributes of school heads is high. This finding supports the result of the study of Malina and Selto (2001) which revealed teachers with a deep sense of managerial soundness are efficient in implementing order and discipline in the classroom. These teachers provide learning opportunities to students which will allow students to maximize their full potential to learn.

Also, the result of the study conforms to the study of Ozkan, (2018) where he revealed that the conscious leadership attributes of school heads is essential in establishing order and norms in the classroom which is important in fostering a safe and motivating learning space that students need for them to feel welcome in the classroom.

### **Level of Growth Fostering Behavior** **in terms of Collaboration-based Initiatives**

Presented in Table 2.1 is the level of growth fostering behavior in terms of collaboration-based initiatives with a mean score of 4.46 or very high. The result of this mean score is taken from the strands of the indicators which are as follows: keep track of activities of national/international teacher associations, review modules and learning activity sheets, help your other teachers regarding professional development, invite feedback from your colleagues, and write research.

### **Level of Growth Fostering Behavior** **in terms of Reflection-based Initiatives**

Presented in Table 2.2 is the level of growth fostering behavior in terms of reflection-based initiatives with a mean score of 3.68 or very high. The result of this mean score is taken from the strands of the indicators which are as follows: prepare portfolio to assess improvement in professional development, attend the graduate degree classes, conduct action research for solving particular classroom problems, note down daily classroom experiences in a diary, discuss classroom experiences with your colleagues.

### **Level of Growth Fostering Behavior in terms of Constructive Activities-based Initiatives**

Presented in Table 2.3 is the level of growth fostering behavior in terms of Constructive Activities-based initiatives with a mean score of 3.64 or very high. The result of this mean score is taken from the strands of the indicators which are as follows: write research papers/articles for magazines and newspapers, prepare instructional material for classroom use, develop online teaching learning material, submit your research proposals to different research agencies, and carry out research projects.

### **Summary of Level of Growth Fostering Behavior of Teachers**

Presented in Table 2.4 is the level of growth-fostering behavior of teachers with the overall mean of 3.92 with a descriptive equivalent of high indicating that most of the provision relating to growth fostering behavior of teachers embodied in the item is oftentimes observed. The overall mean was the results obtained from the mean of the indicators for the specific items from the questionnaire.

The indicator collaboration-based initiatives obtained a mean score of 4.46 or very high, reflection-based initiatives had a mean score of 3.68 or high, and the indicator constructive activities-based initiatives had a mean score of 3.64 or high.

The level of growth fostering behavior of teacher is high. This is aligned with the statement of Amah (2015) who stated that teachers lead perform their work by intuitively making sound decisions on behalf of their institutions. Drury (2004) categorically states that servant leaders have supportive roles as coaches and mentors to their subjects. In addition, she argues that when employees perceive behavior in their managers, supervisors and top leaders, that is similar to coaches or mentors, they will also identify the characteristics of servant leaders in their institutions and practice them to their advantage. Spears, (2014) noted that servant leaders support persons at work by identifying those who are hurting and assisting them as much as possible.

### **Relationship between Conscious Leadership Attributes of School Heads and Growth Fostering Behavior of Teachers**

Displayed in Table 3 are the results of the relationship between the conscious leadership attributes of school heads and growth fostering behavior of teachers. Bivariate correlation analysis using Pearson product moment correlation was employed to determine the relationship between the variables mentioned.

Based on the first correlation analysis, conscious leadership attributes of school heads and growth fostering behavior of teachers revealed a computed r-value of 0.164 with a probability value of  $p = 0.000$  which is significant at the 0.05 level.

This implies that the higher the conscious leadership attributes of school heads there is, the higher will be the growth fostering behavior of teachers. Thus, the null hypothesis of no significant relationship between conscious leadership attributes of school heads and growth fostering behavior of teachers is rejected.

The result of this study confirms the pronouncement of Steyn (2009) who stated that A teacher can foster a growth mindset with their students by setting the example in their own work. Be open about mistakes made when teaching and invite a discussion from students on different solutions available. Show the class that teachers are just like their students when it comes to learning. When students adopt a growth mindset, they view challenges as ways of progressing toward their desired outcomes. Students who believe they can develop their talents and abilities see roadblocks and critical feedback as methods to gather information they could use to help themselves learn.

This study was anchored on the pronouncement of Greenleaf (1977) who stated that conscious leadership attributes of school heads is based on the philosophy of presenting service and serving their followers, meeting their needs, as well as developing and nurturing employees have top priority for servant leaders. Their ultimate purpose is the creation of the

servant community (Kuick, 1996). Conscious leadership attributes of school heads is the leader's understanding and action in a way that prioritizes the interests of others over his or her personal interest (Laub, 2004).

It emerged as a desirable way of leadership, responding to the growing need for employees in the field of work, creativity and participation among colleagues, as well as a social demand for the development of ethical behavior in organizations. Its main characteristic is to promote honesty, help others, and maximum use of staff power (Liden, Wayne, Meuser, Junfeng & Liao, 2015). To develop organizational effectiveness, leaders need to strengthen their subordinates to reach their potential capacities.

This is precisely what conscious leadership attributes of school heads do by respecting dignity of individuals, building mutual trust, and influencing their followers (Liden, Wayne, Zhao & Henderson, 2008). Conscious leadership attributes of school heads have incorporated the ideas of empowerment, inclusive quality, teamwork, participatory management, and service ethics into leadership philosophy.

#### **4. MAJOR FINDINGS**

The level of conscious leadership of school heads is 3.18 or high. The level of growth fostering behavior of teachers is 3.92 or high. Based on the first correlation analysis, the conscious leadership of school heads and growth fostering behavior of teachers revealed a computed R-values of 0.112.

#### **5. CONCLUSION**

With considerations on the findings of the study, conclusions are drawn in this section. The conscious leadership of school heads is high. This indicates that the provisions relating to conscious leadership of school heads embodied in the item is oftentimes manifested.

There is a high level of growth fostering the behavior of teachers. This indicates that the provisions relating to growth fostering behavior of teachers embodied in the item are always manifested. The result of the study also confirms that there is a significant relationship between conscious leadership of school heads and growth fostering behavior of teachers. This implies that the higher the conscious leadership of school heads there is, the higher will be growth-fostering ring behavior of teachers. Thus, the null hypothesis of no significant relationship between conscious leadership of school heads and growth fostering behavior of teachers is rejected.

The results of this study revealed that the conscious leadership of school heads is high. The researcher recommends that the Public Schools District Supervisor where the study was conducted to gather issues on the aspect of helping subordinates grow and succeed among the teachers so they can be given technical assistance so that they will improve in this indicator.

The result of this study revealed that the level of growth fostering behavior of teachers is high. The researcher recommends that school heads may identify which aspect of reflection-based initiatives of teachers they need assistance with since this indicator obtained the lowest mean score among all the indicators of growth growth-fostering.

This study also reveals a significant relationship between conscious leadership of school heads and growth fostering behavior of teachers. The researcher, therefore, recommends that the Public Schools District Supervisor where the study was conducted may also help teachers enhance their conscious leadership of school heads by providing mentoring and technical assistance activities that will enrich the teachers on this aspect as this contributes to the increase of growth fostering behavior of teachers.

The researcher also recommends to future researchers to conduct similar study and explore some indicators that are not included in this study in another setting in order to

uncover new knowledge relevant to the well-being of teachers and eventually contribute to the body of knowledge on these topics in education.

## REFERENCES

- Aaron, T. S. (2020). Black women: Perceptions and enactments of leadership. *Journal of School Leadership, 30*(2), 146-165.
- Aboramadan, M., Dahleez, K., & Hamad, M. (2020). Servant leadership and academics' engagement in higher education: Mediation analysis. *Journal of Higher Education Policy and Management, 42*(6), 617-633.
- Achen, R. M., Dodd, R., Lumpkin, A., & Plunkett, K. (2019). Servant as leader: The effects of servant-leaders on trust, job satisfaction, and turnover intentions in intercollegiate athletics. *Servant Leadership: Theory & Practice, 6*(1), 2.
- Agung, A., Agung, G., Dewi, P. Y. A., & Dantes, K. R. (2019, January). The Organizational Commitment of Teachers at SMP Negeri in Sawan District, Buleleng Regency, Bali Province. In *1st International Conference on Innovation in Education (ICoIE 2018)* (pp. 245-247). Atlantis Press.
- Alfaydi, A. S. (2017). *The Effect of Servant Leadership Style on Teachers' Job Satisfaction* (Doctoral dissertation, Virginia Tech).
- Anastasiou, S., & Garametsi, V. (2021). Perceived leadership style and job satisfaction of teachers in public and private schools. *International Journal of Management in Education, 15*(1), 58-77.
- Andersen, J. A. (2018). Servant leadership and transformational leadership: From comparisons to farewells. *Leadership & Organization Development Journal, 39*(6), 762-774.
- Balintag, C. M., & Saengsri, P. (2022). Demotivating factors and coping strategies among Filipino EFL teachers in Thailand. *Int J Eval & Res Educ, 11*(3), 1565-1574.
- Bartholomew, K. J., Ntoumanis, N., Mouratidis, A., Katartzi, E., Thøgersen-Ntoumani, C., & Vlachopoulos, S. (2018). Beware of your teaching style: A school-year long investigation of controlling teaching and student motivational experiences. *Learning and Instruction, 53*, 50-63.
- Bissessar, C. (2018). An application of Hofstede's cultural dimension among female educational leaders. *Education sciences, 8*(2), 77.
- Brohi, N. A., Jantan, A. H., Qureshi, M. A., Bin Jaffar, A. R., Bin Ali, J., & Bin Ab Hamid, K. (2018). The impact of servant leadership on employees attitudinal and behavioural outcomes. *Cogent Business & Management, 5*(1), 1542652.
- Cansoy, R. (2019). The Relationship between School Principals' Leadership Behaviours and Teachers' Job Satisfaction: A Systematic Review. *International Education Studies, 12*(1), 37-52.
- Cansoy, R. (2019). The Relationship between School Principals' Leadership Behaviours and Teachers' Job Satisfaction: A Systematic Review. *International Education Studies, 12*(1), 37-52.
- Ch, A. H., Ahmad, S., Malik, M., & Batool, A. (2017). Principals' Leadership Styles and Teachers' Job Satisfaction: A Correlation Study at Secondary Level. *Bulletin of Education and Research, 39*(3), 45-56.



- Crippen, C., & Willows, J. (2019). Connecting Teacher Leadership and Servant Leadership: A Synergistic Partnership. *Journal of leadership education, 18*(2).
- Crumb, L., & Haskins, N. (2017). An integrative approach: Relational cultural theory and cognitive behavior therapy in college counseling. *Journal of College Counseling, 20*(3), 263-277.
- Dacpano, E. B. (2022). The Influence of School Heads' Transformational Leadership on Schools' Performance: The Case of City Schools Division of San Fernando, La Union. *International Journal of Multidisciplinary: Applied Business and Education Research, 3*(9), 1717-1736.
- Eva, N., Robin, M., Sendjaya, S., Van Dierendonck, D., & Liden, R. C. (2019). Servant leadership: A systematic review and call for future research. *The leadership quarterly, 30*(1), 111-132.
- Farmer, T. W., Hamm, J. V., Dawes, M., Barko-Alva, K., & Cross, J. R. (2019). Promoting inclusive communities in diverse classrooms: Teacher attunement and social dynamics management. *Educational Psychologist, 54*(4), 286-305.
- Fernandez, A. A., & Shaw, G. P. (2020). Academic leadership in a time of crisis: The Coronavirus and COVID-19. *Journal of leadership Studies, 14*(1), 39-45.
- Fiebig, J. N., & Christopher, J. (2018). Female leadership styles: Insights from Catholic women religious on leading through compassion. *Pastoral Psychology, 67*, 505-513.
- Ghalavi, Z., & Nastiezaie, N. (2020). Relationship of servant leadership and organizational citizenship behavior with mediation of psychological empowerment. *Eurasian Journal of Educational Research, 20*(89), 241-264.
- Grayman-Simpson, N., Doucet, F., & Burgos-López, L. (2019). Critical Whiteness education and cognitive frame of reference elaboration: An in-depth descriptive case of transformation. *Journal of Transformative Education, 17*(3), 269-286.
- Haimovitz, K., & Dweck, C. S. (2017). The origins of children's growth and fixed mindsets: New research and a new proposal. *Child development, 88*(6), 1849-1859.
- Harwardt, M. (2020). Servant leadership and its effects on IT project success. *Journal of Project Management, 5*(1), 59-78.
- Hashim, M., Khan, M. A., Ullah, M., & Yasir, M. (2017). Impact of servant leadership on employees' loyalty of private universities academicians in Pakistan. *City University Research Journal, 96*-111.
- Haskins, N. H., & Appling, B. (2017). Relational-cultural theory and reality therapy: A culturally responsive integrative framework. *Journal of Counseling & Development, 95*(1), 87-99.
- Ingersoll, R. M., Sirinides, P., & Dougherty, P. (2018). Leadership Matters: Teachers' Roles in School Decision Making and School Performance. *American Educator, 42*(1), 13.

- Johnson, G. L. (2021). The Relationship between School Principals' Servant Leadership Attributes and Teacher Morale.
- Jordan, J. V. (2017). Relational-cultural theory: The power of connection to transform our lives. *The Journal of Humanistic Counseling*, 56(3), 228-243.
- Khalifa, M. A., Khalil, D., Marsh, T. E., & Halloran, C. (2019). Toward an indigenous, decolonizing school leadership: A literature review. *Educational Administration Quarterly*, 55(4), 571-614.
- Legaspi, J. A., & Fernandez, E. J. (2022). Motivation to longevity of mid-career private school teachers amidst turnover. *South Florida Journal of Development*, 3(6), 6347-6380.
- Leung, C. Y., Trinidad, J. E., & Suskind, D. L. (2022). Video-Based Anticipatory Guidance on Early Cognitive and Language Development in the First 6 Months: A Randomized Controlled Trial. *The Journal of Pediatrics*, 245, 227-229.
- Lou, N. M., & Noels, K. A. (2019). Promoting growth in foreign and second language education: A research agenda for mindsets in language learning and teaching. *System*, 86, 102126.
- Louis, K. S., & Murphy, J. F. (2018). The potential of positive leadership for school improvement: A cross-disciplinary synthesis. *Nordic Journal of Comparative and International Education (NJCIE)*, 2(2-3), 165-180.
- Lusiani, M., Abidin, Z., Fitriyaningsih, D., Yusnita, E., Adiwinata, D., Rachmaniah, D., ... & Purwanto, A. (2020). Effect of servant, digital and green leadership toward business performance: evidence from Indonesian manufacturing. *Systematic Reviews in Pharmacy*, 11.

