

# Correlation between Desirable Traits and Leadership Competencies among School Administrators in the Division of Ozamiz City, Misamis Occidental

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## Abstract:

Effective school administration plays a key role in shaping educational environments and outcomes, organizational climate, teacher morale, student achievement, and school performance. Positive and effective school environments result from good leadership, communication, vision, and teamwork abilities of administrators. The effectiveness of school administration in the Ozamiz City Division is investigated in this study. Descriptive analysis is utilized to examine correlation between desirable traits and leadership competencies. Demographic trends, key traits of self-confidence and diplomacy, high organizational effectiveness, and leadership performance were produced in the study. No correlation was established between perceived and actual competence, but the study indicates that frequent training and support systems play a critical role in optimizing administrative effectiveness and an effective school climate.

**Keywords:** Desirable Qualities, Leadership Competencies, School Administrators.

## INTRODUCTION

Successful school administration is key to influencing the overall performance of an educational institution. Administrators are school leaders who influence teacher performance, student achievement, and institutional growth. Displaying desirable qualities such as integrity, flexibility, and emotional intelligence allows them to influence their leadership potential. Successful leadership generates a successful school culture, improves decision-making, and guarantees the application of policies favorable to both teachers and students. The nature of education leadership demands not only desirable qualities but also the display of leadership competencies such as strategic planning, instructional leadership, and stakeholder engagement. Knowledge of the inter-relationship between desirable qualities and leadership competencies is key to constructing effective and resilient school leadership.

Recent studies highlight the imperative role of leadership traits in enhancing the efficiency of school administration. Kamboj and Garg (2021) note that emotionally intelligent and resilient administrators are more likely to manage difficulties and develop a caring school culture. Further, Gunawan and Adha (2021) find that transformational leadership, entailing motivation, and vision, improves teachers' collaboration and students' performance. Another striking observation by Nadeem (2024) is that flexibility in leadership enables school administrators to manage education reforms, technology, and evolving student' needs successfully. The above studies collectively attest to the fact that a combination of strong personal traits and leadership skills is required in managing the complexities of school administration.

Despite the fact that there is a big and emerging body of literature on educational leadership, there remain areas of ignorance regarding the connection between some positive traits and leadership abilities in school administration. Although research points out the importance of emotional intelligence, flexibility, and

resilience, there are few studies that take into account the role of these traits in the formation of leadership performance in different school environments. Research is also focused on general leadership theories and not on a discussion of the direct connection between personality traits and leadership abilities in school administration. It is necessary to explore these areas more in order to provide more specific recommendations for school administrators' leadership development programs.

This research seeks to investigate the relationship between positive qualities and leadership skills among Ozamiz Division school administrators, Misamis Occidental. More specifically, the research seeks to determine the most important qualities that lead to effective leadership and to evaluate the impact of such qualities on leadership skills in school administration. Based on empirical evidence regarding these relationships, the research expects to inform policymakers, teachers, and school administrators in designing leadership training and professional development activities that maximize school leadership effectiveness. In the long run, this research expects to encourage the ongoing improvement of school administration through higher correspondence between personal qualities and leadership skills.

## **METHODS**

### **Research Design**

This study employed the descriptive approach in the systematic data analysis that was collected. The approach enabled the researcher to comprehensively describe, assess, and interpret the case being studied. Data and information were gathered through a combined questionnaire and a planned interview, which was specifically designed to collect valid and precise responses from respondents. Through the application of the approach, the study was able to carry out a comprehensive and systematic investigation that allowed close observation and credible conclusions on the subject.

### **Research Setting**

The study was carried out in the Division of Ozamiz City, specifically targeting school administrators and teachers from different educational institutions.

### **Research Respondents**

The study was done in the Ozamiz City Division, targeting school administrators from different schools. The study included elementary school administrators and high school teachers who were directly supervised by the Ozamiz City Division. The researcher conducted a complete enumeration of all the administrators and teachers in the division to offer a broad representation of the teaching staff and educational leadership participating in the study. By considering both elementary and high school levels, the study aimed to capture data at different stages of education in the division. This provided a broad view of managerial practice and instructional strategies at different grade levels. The inclusion of both administrators and teachers provided in-depth analysis of administrative functions, instructional strategies, and their impact on students' learning outcomes.

### **Research Instrument**

The survey questionnaire used in the current study is an adopted-modified survey questionnaire from the past studies, specifically the master's thesis of Eballe (1992) and the doctoral dissertation of Goko Tano (1990), as their findings were utilized in the study. The Personal Data Sheet was utilized to gather respondents' demographic information, i.e., sex, age, educational attainment, management course units, work experience, and years of service as school administrators. For emotional stress, a standardized test developed by Dr. Thomas Holmes and University of Washington researchers was utilized. Respondents rated index numbers (1-100) for life events that happened within the last 12 months. The total score indicated levels of stress:

1-149 – No significant problems

150-199 – Moderate crisis level with a 51% chance of illness

300 and above – Major life crisis with a 79% chance of illness

The questionnaire used a Likert-type rating scale with three performance dimensions. Professional competence was rated on a five-point scale: 1 (Poor), 2 (Fair), 3 (Good), 4 (Very Good), and 5 (Excellent). Operational management was rated on: 1 (Never), 2 (Seldom), 3 (Occasionally), 4 (Often), and 5 (Always). Interviews with the administrators and the teachers were also used for gaining insights.

### Instrument Validity

For reliability and validity, the questionnaire was pilot-tested with potential respondents. This was to determine ambiguities, bias, and areas of revision. The questionnaire was revised based on feedback to improve clarity, relevance, and consistency with the study emphasis on desirable qualities and leadership competencies. Revisions involved clarification of ambiguous items, rephrasing questions for clarity, and the tightening of response options for meaningful data collection. Stakeholder feedback from the Ozamiz City Division gave strength to the instrument to ensure that it was measuring the intended constructs correctly and reducing measurement errors.

### Data-Gathering Procedure

Information was gathered from high schools under the Ozamiz City division, with permission secured to administer the questionnaire. Official letters were sent to school administrators, who facilitated distribution to teacher respondents. Qualitative and quantitative analyses were conducted in the study. Questionnaire responses were used to identify, tabulate, and analyze the model traits of school administrators.

### Ethical Considerations

This study followed strict ethical research guidelines, informed consent, confidentiality, and voluntary participation. The participants were fully informed of the purpose of the research and guaranteed confidentiality of their identity and responses. They could withdraw at any time without penalty. Permission was sought before data collection from the School Division Office. There was no harm to the participants in the research, and all data were collected and processed in good faith, with accuracy and honest reporting. The findings were used only for academic purposes, in strict compliance with ethical research guidelines (Resnik & Hosseini, 2024).

### Statistical Treatment

The study utilized various statistical methods to compute data that had been collected. The Simple Percentage computed the percentage of different aspects from information derived from respondents. The Weighted Mean was employed to determine average readings, which provided information on the participants' general perception. Pearson r Product-Moment Correlation was employed to examine the correlation between the two variables, which allowed the researcher to determine the strength and significance of their correlation.

## RESULTS AND DISCUSSION

Table 1 - Personal Profile of the School Administrators

Age	Male		Female		Single		No Significant problem		Mild problem		F	%
	F	%	F	%	F	%	F	%	F	%		
51-55	0	0	2	11.76	0	0	2	12.50	0	0	2	11.76
46-50	0	0	0	0	0	0	0	0	0	0	0	0
41-45	4	23.59	2	11.76	0	0	6	37.50	0	0	6	35.29
36-40	0	0	4	23.59	0	0	4	25.00	1	5.26	5	29.41

31-35	0	0	2	11.76	0	0	2	12.50	0	0	2	11.76
26-30	3	17.64	0	0	0	0	2	12.50	0	0	2	11.76
	7	41.23	10	58.77	0	0	16	94.00	1	6	17	100

Table 1 gives an overview of the personal information of the seventeen administrators of the Ozamiz City division of high schools. Information regarding age, sex, civil status, and emotional stress, as given in this case, is fundamental in the context of the administrator's demographic and level of stress. The administrators consist of nine males and ten females, and nine administrators between 41-45 years of age are the majority of the respondents. Seventeen out of seventeen are married.

The table also indicated that 80 percent of the administrators were in their early fifties and forties. This also indicates that they were mature enough to work efficiently and effectively. Regardless of age, knowledge, and effectiveness, these administrators can develop. In this regard, effective leadership is more a matter of appropriate behavior, skills, and action and less of personal traits. Administrators are likely to be the ones who take action and are strongly committed and involved in making their contribution effective in specific situations.

In terms of emotional stress, among the seventeen public elementary school administrators. The data reveals that sixteen out of the seventeen administrators show no significant emotional stress problems. One of the administrators is emotionally turned to the performance level related to their job as administrators. Furthermore, in the follow-up interview, the administrators identified situations that led them to stress, such as coping with hectic schedules, meeting deadlines, and significant changes in responsibilities at work, like promotion and outstanding personal achievements. It is the responsibility of every person to be a well-adjusted individual. On the part of the school administrator, adjusting to physical and social needs is crucial. If efficient job performance is to be obtained, the school administrator must possess sound mental and physical stamina.

An administrator is on the organizational list vulnerable to different kinds of rules, and they have to therefore define and identify their role. An administrator's job is demanding and has different demands and pressures. A stress-free administrator can function best in the operation of the school system.

**Table 2 - Professional Profile of the School Administrators**

A. Educational Attainment	F	%
Doctorate Degree	0	
M.A. with Doctorate units	1	5.88%
Bachelor's Degree with M.A. units	1	5.88%
Bachelor' Degree	15	88.34%
B. In-Service Training Management Units	17	100%
1. Training hours		
35 above	0	0
31 – 35	3	17.65%
26 – 30	5	29.41%
21 – 25	3	17.65%
16 – 20	4	23.53%
10 – 15	2	11.76%
Total	17	100%

C. Management Units		
0		
6 – 10	6	35.29%
11 – 15	6	35.29%
16 – 20	3	17.65%
21 – 25	2	11.76%
26 – 30	0	0
35 above	0	0
Total	17	
D. Years Experience as Administrator		
25 above		
22 – 24	0	0
19 – 21	0	0
16 – 18	1	5.88%
13 – 15	5	29.41%
10 – 12	6	35.29%
7 – 9	5	29.41%
Total	17	

Table 2 presents the overview of school administrators' professional experience by level of education, in-service training in management, and administrative years of experience. In educational background, the majority (88.34%) have a bachelor's degree with master's units, one with a full master's degree, and one with a doctorate, indicating a high commitment to academic growth. All have in-service training, most of whom have 26–30 hours of training (29.41%), indicating that they possess the needed leadership skills. On management units, 70.58% have 6–15 units, although none have more than 25 units, so there is space for more professional growth. On the experience side, most have 7–15 years of experience in administration (64.70%), with only one having 16–18 years and none having more than 21 years, indicating a mid-career group of leaders. Overall, the administrators indicate high levels of professionalism and competence, but there is space for more education and higher management training to make them even better leaders. Leadership, being the most precious asset of an administrator in most cases, can be the deciding factor between effectiveness and ineffectiveness. Washington (2020) contended that leadership behavior was a good discriminator between effective and less effective administrators/principals. The potential for being more effective through professional training, and hence it is essential to examine the credentials of school administrators and supervisors in the education organization.

**Table 3 - Common Behavior/Qualities of the School Administrators as Perceived by the Teachers**

Common Behaviors/Qualities	F	R
Self-confident	10	4 <sup>th</sup>
Persistent	7	8 <sup>th</sup>
Competent	15	3 <sup>rd</sup>
Aggressive	9	6 <sup>th</sup>
Diplomatic	6	9 <sup>th</sup>
Intelligent	17	2 <sup>nd</sup>
Ambitious	3	12 <sup>th</sup>
Articulate	4	11 <sup>th</sup>
Appearance	1	15 <sup>th</sup>
Credible	5	10 <sup>th</sup>
Flexible	3	12 <sup>th</sup>
Knowledgeable	18	1 <sup>st</sup>
Inspiring	2	14 <sup>th</sup>
Honest	9	5 <sup>th</sup>
Forward – looking	8	7 <sup>th</sup>
Total	118	

Table 3 presents the typical qualities of School Administrators as perceived by the teachers. The listed 15 common traits are ranked as being knowledgeable, which ranks first as a standard quality of the school administrators as perceived by teachers. Second, in rank is intelligent; third is competent; fourth is self-confident; honest is fifth; aggressive the sixth; forward-looking the seventh; persistent the eighth; ninth is diplomatic; tenth is credible; articulate is eleventh; being flexible and ambitious are the twelfth, inspiring is the fourteenth, and fifteenth is appearance. The evidence was supported by Petlyuchenko (2024) who reinforced that that leaders are likely to possess a broad array of desired characteristics, including intelligence, self-assured with a strong sense of self, scarcely persistent, controlled, verbally diplomatic, and popular. In addition, Kalogeratos (2023) introduced the six most significant leadership characteristics: high personal drive, intelligence, knowledgeability, charisma, creativity, and flexibility.

The study discovered that the trait theory of leadership has been proven to be effective. That is, it is preferable to understand how a person acts in terms of subordinates. Leadership traits are a valuable resource of an administrator. For instance, mental capacity is a significant factor. An administrator must possess the same or even higher mental capacity than his subordinates to function properly. Ossa-Cardona (2024) showed this evidence and determined the role of vital intelligence in this extensive study of dimensions of administratorship. An administrator with sub-normal mental capacity cannot function properly as a good school administrator. Moreover, an administrator must be efficient in understanding and using language. This ability is required because he must use oral and written language to manage the school properly. These practical applications of the results of the study are significant in the effective functioning of school administrators. Furthermore, the school administrator must be able to operate in the workplace according to the rational patterns of the institution and the institutional values. This highlights the important role of the school administrator under institutional values. This should be given more importance, particularly in issues involving their administrative function. Institutional values should be practiced by the school administrator in a bid to fulfill their role.

**Table 4 - Top Ten Most Desirable Qualities of School Administrators as Perceived by Themselves**

Ranking of the ten most Commendable Characteristics		WM	D
1.	Self-Confidence	4.58	E
2.	Forward-looking	4.29	E
3.	Diplomatic	4.25	E
4.	Competent	4.09	VS
5.	Intelligent	3.97	VS
6.	Creative	3.94	VS
7.	Knowledgeable	3.93	VS
8.	Credible	3.83	VS
9.	Aggressive	3.67	VS
10.	Honest	3.63	VS
Average		4.02	VS

Ranges:

4.21	-	Excellent
3.41	-	Very Satisfactory
2.61	-	Satisfactory
1.81	-	Fair
1.00	-	Poor

Table 4 presents the top ten characteristics that the school administrators wish to have themselves. Self-confidence was number one, with a mean of 4.58, and was rated as excellent. Forward-looking and diplomatic were number two and three, and the administrators rated them as excellent with means of 4.29 and 4.25, respectively. This indicates that the administrators are anticipating the future of the school to be better after the quality of the education system. The other administrative character traits of school administrators were rated by them as very satisfactory. Intelligent, competent, creative, knowledgeable, credible, aggressive, and honest were placed in the tenth position.

On the whole, the mean average for the ten desirable qualities of the administrators is 4.02, which falls at the top satisfactory level. This shows that the administrators possessed these qualities as they ran the school. Successful administrators' behaviors are characterized by self-confidence, efficient planning, and innovation to achieve the intended outcomes. At the center of successful leadership is the establishment of individually satisfying and organizationally successful relationships. An important concept is by Mniki (2022), who believes that learning is a joint effort and is persuasive, one must exemplify the ongoing learning and self-enhancement one expects from employees/subordinates.



**Table 5** - Comparisons between the Ten Most Desirable Qualities of the School Administrators as Perceived by the Teachers and by the Administrators

Ranks	Teacher's Perception	Administrators Perceptions
1	Knowledgeable	Self-confident
2	Intelligent	Forward-looking
3	Competent	Diplomatic
4	Self-confident	Competent
5	Honest	Intelligent
6	Aggressive	Creative
7	Forward-looking	Knowledgeable
8	Persistent	Credible
9	Diplomatic	Aggressive
10	Credible	Honest

Table 5 provides a summary of the top ten traits that administrators and teachers consider most important in school administrators. Even though teachers and administrators ranked five traits similarly, self-confidence, competence, intelligence, knowledge, and credibility, their order varied. Teachers ranked knowledge as the most important trait, while administrators ranked self-confidence. Competence was ranked third by teachers uniformly and fourth by administrators. Persistence was ranked by teachers' perception but was missing from administrators' rankings, meaning that teachers perceive persistence as critical in leadership because of the problems they encounter in school operations. Administrators ranked creativity as critical, missing in teachers' perception, meaning that school leaders care more about creative problem-solving and strategic thinking in leadership. The difference demonstrates how administrators care more about visionary leadership, while teachers value perseverance to achieve their objectives. A synthesis of the two viewpoints will, however, lead to effective leadership where administrators not only ignite creativity but are also persistent in implementing school and staff needs.

**Table 6** - Teachers' Perceptions of the Administrators Leadership Competence

Competence Skills	Average Value	Weighted	Description
<b>A. Professional Skills</b>			
Academic Excellence	4.07		VS
Organizational Ability	4.89		O
Leadership	4.90		O
Vision	4.89		O
External Services and Community Relations	4.86		O
<b>Totality</b>	<b>4.72</b>		<b>O</b>
<b>B. Personal Skills</b>			
Interpersonal Skills	4.15		VS
Integrity	3.85		VS
Work Habits and Attitudes	4.61		O
<b>Totality</b>	<b>4.20</b>		<b>VS</b>
<b>Overall</b>	<b>4.53</b>		<b>O</b>

Legend:

4.21-5.00-O  
 3.41-4.20-VS  
 2.61-3.20-S  
 1.81-2.60-F



1.00-1.80-F

Table 6 portrays the perception of the teachers concerning the leadership competency skills of the administrators in both professional and personal skills. Concerning professional capabilities, such as academic performance, organizational skills, leadership, vision, external services, and relations with the community, the nineteen school administrators have innovated. They are implementing policies and executing their job effectively through implementation. They are professionally capable as school administrators. The 16 school administrators have very satisfactory performance in personal skills, interpersonal skills, integrity, work habits, and attitudes.

Above data show that the administrators overall have excellent competency skills. They primarily showed their proficiency in exercising their jobs and proved to be effective administrators who have clear performance standards. In order to manage and administer the school, an administrator should exhibit his leadership and managerial style in order to handle his school management. Here, professionalism and competence will be involved. The findings presented in the table showed that the administrators were professionally prepared as part of the administrative process. They have the "know-how" in various areas and aspects of educational administration. They said that the administrators have excellent professional skills, while they have very satisfactory performance in personal skills. This implies that personal qualities consist of the necessary ingredients of the personality of the school administrator. They evaluate personal skills in complicated and subjective rather than objective ways. School administration and supervision is a challenging and demanding profession. It demands the exercise of multiple administrative and technical skills. An effective school administrator can only be described by assembling many attributes.

**Table 7 - Teachers' Perception of the Five Aspects of the Management Administrators Operational**

Aspects	Average Weighted Value	Description
Planning	4.75	O
Organizing	4.75	O
Controlling	4.82	O
Instructing	4.87	O
Average Weighted Mean	4.63	O

Legend:

4.21 – 5.00 – Outstanding

3.41 – 4.20 – Very Satisfactory

2.61 – 3.40 – Satisfactory

1.81 – 2.60 – Fair

1.00 – 1.80 – Poor

Table 7 shows teachers' perception of their administrators' operational management for five dimensions: planning, organizing, directing, controlling, and instructing. The results show that teachers' perception of their administrator's operational management in the five dimensions was mostly excellent. This implies that the administrators of the school performed their work as administrators operationally. They showed good leadership and were excellent. They showed good leadership and management practices, as seen from the five dimensions shown, because the teachers perceived them to have four excellent ratings and one very satisfactory level of performance in the five dimensions.

The research shows that a good school administrator will have to plan his work well. Operational competence has an impact on administrative performance or work habits. It has to do with the different administrative processes like planning, conflict resolution, bringing about change, directing the work of others, measuring performance, and community operations. Conflict between people and groups is unavoidable in all school operations. The school administrator is an important person in conflict resolution in the sense that he is a mediating force. More importantly, he must possess the capability to approach the conflict resolution task with firmness and objectivity. Directing the work of others is another important function of the school's understanding and flexible administrator. The school administrator must demonstrate patience and fair play in giving directions. In addition, controlling, as part of administrators' operational management, is an important element of educational administration. A school official with integrity will never use his authority

to abuse, humiliate, and degrade his subordinates. Lastly, instructing is the primary aspect or function of the school administrator's operational management. This has to do with the administrators' capability to assist teachers and students in improving teaching and learning in the classroom. The administrator will also have to provide instructional improvement channels in the classroom, such as facilities, sending teachers to seminar workshops, and even motivating the teachers to demonstrate a lesson in the presence of the administrator and other teachers.

In total, the administrators' operational management, as seen by teachers along five dimensions, was outstanding. This was reinforced by the weighted mean of 4.63, which was in the category of outstanding. This means that the administrators are perfect and normally have outstanding performance in the areas there are 70 because there is nearly always a strong association between the administrator's desirable characteristics and their leadership ability and operational management skills.

**Table 8** - Relationship between Desirable Qualities and Leadership Competence and Operational Management Skills of School Administrators

Variables	Mean	SD	Computed r	Table Value
Desirable Qualities and Leadership Competence	4.02	2.72	0.183	0.24
	4.53	3.01		
Desirable Qualities and Operational Management	4.02	2.72	0.189	

Table 8 shows the relationship between school administrators' desirable traits, leadership ability, and operating management skills. As can be seen in the following table, the values of 0.183 and 0.189, respectively, of the two variables were never higher than the tabled value of 0.24. The hypothesis of no significant relationship between administrators' desirable traits, leadership ability, and operating management skills is therefore not rejected.

The outcome of the calculation indicates that the administrator's traits cannot ensure leadership capability in the managerial roles. While leadership traits and operational management skills need a large number of desired behavior for them to effectively lead, in this treatise, the administrators' desired traits have no relationship with their leadership capability and operational management skills.

Leadership ability follows a process whereby individuals are induced to move towards objectives. Operative management, on the other hand, refers to the "hows" of guiding functions, which are planning, organizing, controlling, and teaching the contents and job requirements. Administrators are compelled to perform the task even if it is not their will or inner abilities. Initially, their preferred traits did not influence the administrators' leadership ability and operative management. Each variable is independent of each other. One does not influence another. Kalkan et al. (2020) concluded that administrators' leadership styles influence their school management behaviors. He concluded that the better the administrators' behavior, the better their leadership style will be. Administrators' traits had some influence on their managerial skills. Their managerial skills depended upon their traits. The better their traits, the better their performance.

## CONCLUSIONS AND RECOMMENDATIONS

### Conclusion

The administrators are capable of operating the school because of sufficient management training. Although they have faced personal and social issues, they have bounced back because they have desirable traits that are regarded as weapons against adversity. It is also deduced that administrators in this treatise were powerful in their areas of activity. Their leadership ability and operational management skills make them worthy administrators with adequate skills and functions. Lastly, it can be deduced that their desirable traits are improved leadership and management skills. Also, there are the fundamental elements in a good administrator's definition: (1) what he is - personal, equipment, personality, qualities, and competence, and (2) what he does, performance, and leadership behavior.

## Recommendation

On the strength of the findings and results of this study, the following recommendations are proposed. School administrators can be aided with seminars in resource management so that they become more efficient in utilizing school resources to the fullest. In addition, they need to actively participate in professional and management exercises conducive to enhancing their administration and supervising duties. Having the sense of awareness that there is always room for improvement will enable them to adjust to the evolving demands of educational administration. Moreover, when choosing an individual for an administration position, it is important not only to take into consideration their intellectual potential but also their interest, personality type, work values, and academic achievement, as these are instrumental in their functioning. Effective school administration involves a multi-dimensional leader who is intellectually competent as well as aligned with the tasks of the role.

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